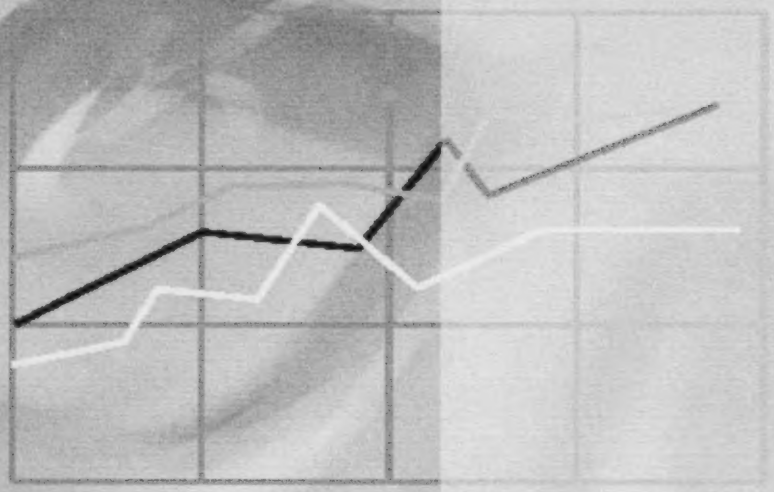
Alberta

2015 Stakeholder Satisfaction with Education in Alberta Surveys

Summary Report



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October 2015

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ISBN 978-1-4601-2613-4 (Print)
ISBN 978-1-4601-2614-1 (PDF)

Available online: http://education.alberta.ca/admin/resources/satisfaction.aspx

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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the surveys include senior high school students, self-identified Aboriginal high school students, parents of students in the K–12 education system, parents of self-identified Aboriginal students, parents of students with severe special needs, teachers in the K–12 system, school principals, school board trustees, superintendents, and the general public. Administration of the superintendent survey and principal survey was done in alternate years until 2014. Since then both groups have been surveyed. The surveys were conducted by CCI Research Inc. from mid-January to mid-March 2015.

The main objectives of this study were to determine stakeholders' satisfaction with:

- Alberta's education system meeting the needs of students, society, and the economy,
- The preparation of students for lifelong learning, employment and citizenship,
- Communication and stakeholder involvement in Alberta's education system, and
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to department business plan survey measures.

Key Findings

- A high proportion of students (99%), principals (99%), superintendents (98%), school board trustees (98%), teachers (95%), parents (K–12: 91%, severe special needs: 84%), and the public (74%) were satisfied with the quality of education at schools.
- All principals (100%), and a high proportion of superintendents (98%), teachers (96%), school board trustees (96%), students (94%), and parents (K–12: 87%, severe special needs: 89%) were satisfied with the quality of teaching at schools.
- A high proportion of students, parents (K–12), teachers, principals, school board trustees, and superintendents indicated that they were satisfied with the variety of courses available to students (80% to 94%) and opportunities to learn about specific topics such as music, art, computers, health, and physical education (74% to 96%). However, satisfaction with the opportunity to learn about drama was low among teachers (61%) compared to other respondent groups (70% to 82%); satisfaction with the opportunity to learn about another language was low among teachers (68%), school board trustees (68%) and superintendents (57%) compared to other respondent groups (73% to 80%). Similarly, satisfaction with the opportunity to learn about career education was low among teachers (66%) and parents (Grade 7–12: 57%) compared to other respondent groups (74% to 82%).

- Students, parents, teachers, principals, school board trustees, and superintendents had varying perceptions (a range of 58% to 100%) about various aspects of the social and learning environment at schools.
- A high proportion of teachers (87%) and a lower proportion of parents (Grade 7–12: 66%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. Relatively lower proportions of these respondent groups (teachers: 64%, parents: 63%) and the public (53%) were satisfied that high school students demonstrate these skills. A high proportion of students (94%) were satisfied that they have these skills.
- A high proportion of superintendents (97%), principals (97%), school board trustees (83%), and teachers (82%), and a lower proportion of parents (Grade 7–12: 68%) and the public (45%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Parent (Grade 7–12: 54%), and public (45%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (74% to 95%).
- A high proportion of principals (97%), superintendents (97%), school board trustees (92%), teachers (91%), and parents (K–12: 81%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- A low proportion of teachers (30%), the public (38%), parents (K–12: 51%), school board trustees (57%, a decrease from 2013), parents (severe special needs: 58%), principals (63%), and a higher proportion of superintendents (77%) were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of the public (40%), school board trustees (52%), parents (K–12: 52%, severe special *n*eeds: 54%), teachers (55%), superintendents (58%) and principals (62%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of superintendents (97%), school board trustees (92%), principals (88%), parents (Grade 3–12: 72%), teachers (71%) and a lower proportion of parents of severe special needs students (66%) indicated that the quality of education at schools has improved or stayed the same in the past three years. Similarly, a high proportion of superintendents (85%), principals (83%), school board trustees (80%) and a lower proportion of parents (Grade 3–12: 66%) and teachers (61%, a decrease from 2012) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.
- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 87%, severe special needs parents: 87%, teachers: 84%) and leadership at the jurisdiction (K–12 parents: 82%, teachers: 78%) effectively supports and facilitates

teaching and learning. About six in ten of superintendents (65%), school board trustees (61%, a decrease from 2012-2014), parents (K–12: 58%), and a lower proportion of teachers (38%, a decrease from 2011-2013), the public (44%) and principals (53%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

- Nearly all superintendents (98%) and principals (97%), and a high proportion of school board trustees (92%), teachers (88%), parents (K–12: 81%, severe special needs: 80%) and about six in ten of the public (58%) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (88%) were satisfied with the quality of education at schools. Similarly, a high proportion of these respondent groups (students: 94%, parents: 85%) were satisfied with the quality of teaching at schools.
- Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions (a range of 66% to 96%) about various aspects of the social and learning environment at schools.
- About two-thirds of parents of self-identified Aboriginal students (Grade 7-12: 66%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (55%). A high proportion of self-identified Aboriginal students (93%) were satisfied that they have these skills.
- About three-quarters of parents of self-identified Aboriginal students (77%) were satisfied with the opportunity for parental involvement in decisions at school.
- About half of parents of self-identified Aboriginal students (56%) were satisfied that their input into the education of students is considered by Alberta Education.
- Six in ten (60%) parents of self-identified Aboriginal students agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

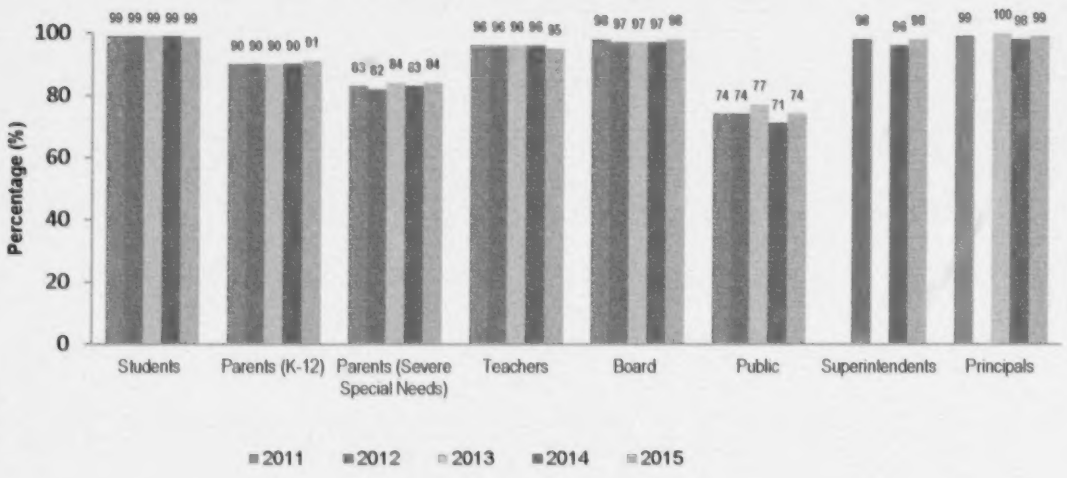
Meeting the Needs of Students

Quality of Education

A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the quality of education.

A high proportion of students (99%), principals (99%), superintendents (98%), school board trustees (98%), teachers (95%), parents (K–12: 91%, severe special needs: 84%) surveyed were satisfied with the quality of basic education at schools. About seven in ten (74%) of the public were also satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education



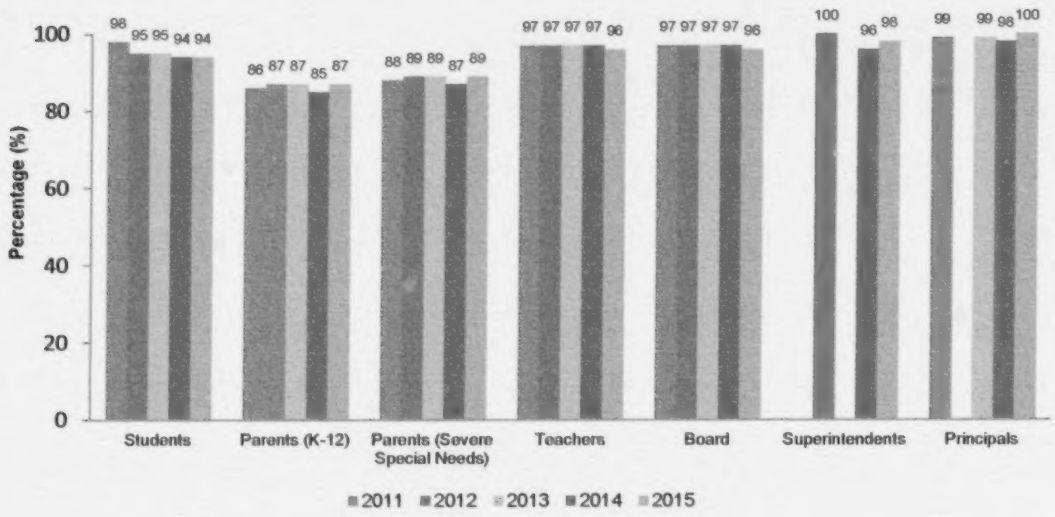
Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees and superintendents were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, principals, school board trustees, and superintendents expressed a high degree of satisfaction with the quality of teaching at schools.

All principals (100%), and a high proportion of superintendents (98%), teachers (96%), school board trustees (96%), students (94%), and parents (K–12: 87%, severe special needs: 89%) were satisfied with the quality of teaching at schools.

Chart 2: Satisfaction with Quality of Teaching



Core Subjects

A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, principals, school board trustees, superintendents, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of superintendents (93% to 98%), principals (87% to 94%), school board trustees (82% to 94%), teachers (78% to 89%), and parents of K–12 students (72% to 87%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement (60% to 78%) on the curriculum for these core subject areas was relatively lower compared to other respondent groups. Parents of students with severe special needs' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (66%), writing (69%), and reading (77%). Note that parents of students with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. A large proportion of students agreed that they were improving in these core subject areas (86% to 92%).

The level of agreement on the curriculum focusing on core subject areas has decreased over time for some respondent groups and increased for others. Parent agreement that the curriculum focuses on what students need to learn in mathematics has decreased by 9%-10% compared to the results from 2011-2013. Teachers' agreement that the curriculum focuses on what students need to learn in mathematics has increased by 8% compared to the previous year's result while principals' agreement has increased by 12% and school board trustees' agreement has increased by 14%. Superintendents' agreement that the curriculum focuses on what students needs to learn in mathematics and in science has increased compared to the results from 2012.

Public agreement that the curriculum focuses on what students need to learn in the core subject area of writing has decreased by 10%-12% compared to the results from 2011-2012, while agreement with respect to mathematics has decreased by 10% from the 2011-2012 results.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

Core Subject Areas	Year	Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2011	94%	88%	74%	89%	91%	79%	–	95%
	2012	92%	85%	73%	89%	93%	81%	95%	–
	2013	92%	86%	74%	91%	94%	81%	–	96%
	2014	91%	84%	73%	88%	89%	78%	94%	94%
	2015	92%	87%	77%	89%	92%	76%	95%	94%
Writing	2011	94%	81%	68%	87%	84%	70%	–	95%
	2012	96%	78%	67%	88%	84%	72%	90%	–
	2013	93%	76%	66%	88%	86%	64%	–	96%
	2014	92%	74%	68%	85%	82%	62%	92%	94%
	2015	92%	75%	69%	84%	82%	60%	98%	94%
Mathematics	2011	90%	82%	67%	85%	82%	78%	–	93%
	2012	89%	81%	63%	82%	83%	78%	80%	–
	2013	87%	82%	66%	84%	86%	75%	–	92%
	2014	88%	71%	62%	70%	69%	63%	85%	75%
	2015	89%	72%	66%	78%	83%	65%	93%	87%
Science	2011	92%	89%	–	88%	90%	81%	–	93%
	2012	93%	88%	–	87%	90%	84%	85%	–
	2013	93%	86%	–	89%	93%	80%	–	93%
	2014	92%	83%	–	86%	90%	78%	96%	90%
	2015	91%	86%	–	85%	94%	78%	98%	93%
Social Studies	2011	89%	82%	–	79%	82%	74%	–	88%
	2012	90%	81%	–	79%	84%	76%	87%	–
	2013	88%	82%	–	80%	84%	73%	–	89%
	2014	86%	79%	–	75%	82%	72%	89%	83%
	2015	86%	80%	–	79%	85%	73%	97%	88%

Learning Opportunities at School

A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the learning opportunities available at their school.

Students, parents (K–12), teachers, principals, school board trustees, and superintendents were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, a large proportion of respondent groups were satisfied with the variety of courses available (80% to 94%), opportunities to learn about music (74% to 83%), opportunities to learn about art (82% to 95%), opportunities to learn about computers (80% to 95%), opportunities to learn about health (79% to 96%), and the opportunity to participate in physical education (86% to 96%).

Satisfaction with the opportunity to learn about drama was low among teachers (61%) compared to students (82%), parents (Grade 7-12: 78%), superintendents (75%), school board trustees (73%), and principals (70%). Satisfaction with the opportunity to learn about another language was low among school board trustees (68%), teachers (68%) and superintendents (57%) compared to students (80%), principals (75%) and parents (Grade 7-12: 73%). Satisfaction with the opportunity to learn about career education was low among parents (Grade 7–12: 57%) and teachers (66%) compared to students (82%), superintendents (82%), principals (80%) and school board trustees (74%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students and parents. Teachers' satisfaction with the opportunity for students to learn another language (68%) has decreased compared to the 2011, 2013 and 2014 results. Superintendents' satisfaction with the opportunity to learn about career education (82%) has increased compared to the 2012 result while principals' satisfaction (80%) has increased compared to the 2013 result. School board trustees' satisfaction has increased from the previous year regarding opportunities to learn another language (68%) and to learn about career education (74%).

Table 2: Satisfaction with Learning Opportunities at School

(continued on next page)

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2011	90%	85%	90%	85%	–	95%
	2012	90%	85%	89%	84%	85%	–
	2013	91%	87%	93%	82%	–	93%
	2014	91%	86%	89%	78%	89%	91%
	2015	92%	86%	88%	80%	87%	94%
Opportunities to learn about music	2011	77%	82%	85%	71%	–	85%
	2012	83%	82%	82%	68%	72%	–
	2013	82%	83%	85%	69%	–	86%
	2014	82%	82%	83%	70%	77%	81%
	2015	82%	83%	82%	74%	77%	83%
Opportunities to learn about drama*	2011	80%	72%	64%	70%	–	71%
	2012	83%	73%	60%	67%	73%	–
	2013	82%	79%	69%	69%	–	69%
	2014	80%	77%	68%	71%	79%	70%
	2015	82%	78%	61%	73%	75%	70%
Opportunities to learn about art	2011	86%	84%	87%	77%	–	91%
	2012	89%	84%	87%	73%	82%	–
	2013	90%	87%	88%	75%	–	92%
	2014	89%	86%	88%	78%	79%	91%
	2015	88%	87%	86%	82%	85%	95%
Opportunities to learn about computers	2011	85%	85%	86%	96%	–	91%
	2012	85%	82%	87%	97%	95%	–
	2013	83%	86%	85%	96%	–	88%
	2014	80%	83%	84%	92%	96%	86%
	2015	82%	83%	80%	94%	95%	89%
Opportunities to learn about health	2011	76%	86%	85%	92%	–	97%
	2012	77%	84%	87%	90%	92%	–
	2013	80%	86%	87%	90%	–	95%
	2014	78%	87%	87%	89%	98%	95%
	2015	79%	87%	84%	89%	93%	96%
Opportunities to learn another language*	2011	81%	69%	78%	71%	–	82%
	2012	81%	70%	72%	73%	68%	–
	2013	81%	70%	76%	71%	–	82%
	2014	78%	73%	77%	60%	64%	74%
	2015	80%	73%	68%	68%	57%	75%

Questions	Year	Students	Parents (K-12)	Teachers	Board	Superintendents	Principals
Opportunities to learn about career education*	2011	87%	62%	57%	74%	—	69%
	2012	87%	61%	53%	69%	67%	—
	2013	86%	65%	57%	70%	—	64%
	2014	82%	59%	58%	66%	81%	70%
	2015	82%	57%	66%	74%	82%	80%
Opportunities to participate in physical education	2011	97%	89%	92%	93%	—	98%
	2012	97%	86%	92%	90%	92%	—
	2013	97%	88%	93%	90%	—	96%
	2014	97%	86%	93%	88%	91%	97%
	2015	96%	86%	90%	89%	92%	96%

*Asked only to parents of Grades 7-12 students in the Parents Survey

Social and Learning Environment at Schools

Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of the social and learning environment at schools.

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about the social and learning environment at schools. Overall, in 2015, a large proportion of respondents across groups agreed/were satisfied that:

- Students find school work interesting (71% to 98%),
- Students find school work challenging (72% to 99%),
- Students clearly understand what they are expected to learn at school (66% to 97%),
- Students feel safe at school (93% to 100%),
- Students feel safe on the way to and from school (84% to 96%),
- Teachers care about students (92% to 100%),
- Teachers are knowledgeable about the subjects they teach (students: 94%),
- At school students treat each other well (83% to 98%),
- Students are treated fairly by adults at school (90% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (75% to 98%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (72% to 99%),
- At school students help each other (83% to 100%),
- At school students respect each other (80% to 99%),
- There is mutual respect between teachers and students at school (85% to 96%),
- There is mutual trust between teachers and students at school (83% to 97%),
- It is easy to get help with school work at school if needed (76% to 95%),
- Students can get help at school with problems that are not related to school work (73% to 92%),
- When needed teachers at school are available to help students (87% to 99%),
- Students respect the diversity among people (89% to 93%),
- Students take responsibility for their actions (69% to 80%),
- Students volunteer for activities that help others (80% to 91%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (76% to 92%),
- Students are encouraged to get involve in global issues, such as the environment, world hunger,

disaster relief (72% to 85%),

- School promotes physical activity, health and wellness (90% to 99%),
- Students are learning about how to stay healthy (75% to 98%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (60% to 85%),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (67% to 91%),
- Schools are contributing to students' development of intellectual skills (78% to 95%),
- Schools are contributing to students' development of social skills (81% to 93%),
- School are contributing to students' development of physical abilities (86% to 90%),
- Schools are contributing to students' development of emotional well-being (68% to 88%),
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 59%; teachers: 88%),
- Experience at school is contributing to students' growth in developing clear career goals (students: 80%),
- Subjects learned at school have practical applications in the real world (students: 75%; parents: 80%),
- Students feel comfortable asking questions in class (students: 84%),
- Students get the help they need with reading and writing (students: 95%),
- School provides the learning resources, such as text books, software, audio and video materials, that meet the needs of students (84% to 97%), and
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner at school when needed (58% to 87%).

The level of agreement on the statements related to social and learning environment at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Student agreement that students take responsibility for their actions (69%) has decreased compared to the 2012 result. Students' agreement that experience at school is contributing to growth in developing clear career goals (80%) has decreased compared to the 2011-2012 results.

Satisfaction regarding services beyond regular instruction that help students to read and write has increased for parents and superintendents compared to the 2012 results. Agreement that students are learning about how to stay healthy has decreased for students compared to the 2011 result.

Table 3: Social and Learning Environment at Schools

(continued on next five pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2011	81%	77%	75%	92%	90%	–	96%
	2012	83%	76%	73%	95%	90%	98%	–
	2013	81%	77%	76%	94%	87%	–	98%
	2014	81%	80%	68%	93%	85%	92%	95%
	2015	78%	77%	71%	91%	90%	98%	98%
School work is challenging	2011	87%	72%	81%	96%	92%	–	97%
	2012	87%	73%	83%	96%	93%	97%	–
	2013	86%	75%	78%	96%	90%	–	98%
	2014	85%	72%	78%	96%	93%	96%	98%
	2015	82%	72%	76%	96%	95%	98%	99%
Students clearly understand what they are expected to learn at school	2011	92%	80%	65%	91%	88%	–	95%
	2012	90%	78%	62%	94%	85%	97%	–
	2013	90%	82%	62%	95%	89%	–	98%
	2014	91%	79%	62%	93%	80%	96%	96%
	2015	89%	78%	66%	91%	87%	93%	97%
Students feel safe at school	2011	96%	93%	92%	98%	99%	–	99%
	2012	97%	93%	90%	98%	98%	100%	–
	2013	97%	92%	91%	98%	99%	–	100%
	2014	96%	93%	90%	98%	99%	98%	99%
	2015	96%	94%	93%	97%	99%	100%	100%
Students feel safe on the way to and from school	2011	96%	89%	91%	80%	95%	–	93%
	2012	96%	92%	92%	84%	95%	97%	–
	2013	96%	90%	92%	84%	94%	–	95%
	2014	97%	90%	92%	83%	94%	98%	95%
	2015	96%	91%	94%	84%	96%	95%	94%
Teachers care about students	2011	94%	90%	95%	100%	98%	–	100%
	2012	94%	92%	94%	99%	99%	100%	–
	2013	95%	91%	95%	100%	98%	–	100%
	2014	92%	91%	94%	100%	99%	98%	100%
	2015	93%	92%	95%	100%	99%	100%	100%
Teachers are knowledgeable about the subjects they teach	2011	95%	–	–	–	–	–	–
	2012	95%	–	–	–	–	–	–
	2013	97%	–	–	–	–	–	–
	2014	91%	–	–	–	–	–	–
	2015	94%	–	–	–	–	–	–

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students treat each other well	2011	94%	80%	–	93%	94%	–	97%
	2012	96%	82%	–	94%	92%	98%	–
	2013	95%	79%	–	94%	92%	–	98%
	2014	95%	82%	–	96%	93%	98%	99%
	2015	97%	83%	–	94%	95%	97%	98%
Students are treated fairly by adults at school	2011	92%	89%	90%	99%	97%	–	100%
	2012	93%	89%	90%	99%	95%	100%	–
	2013	91%	89%	91%	99%	95%	–	100%
	2014	91%	92%	89%	98%	96%	98%	100%
	2015	90%	90%	90%	98%	98%	100%	100%
At school students are encouraged to get involved in activities... in the community	2011	76%	75%	–	86%	92%	–	94%
	2012	75%	78%	–	89%	91%	95%	–
	2013	75%	79%	–	91%	92%	–	95%
	2014	76%	77%	–	90%	89%	96%	95%
	2015	75%	79%	–	89%	92%	98%	96%
At school students are encouraged to try their best	2011	97%	91%	95%	99%	98%	–	100%
	2012	96%	91%	92%	98%	99%	100%	–
	2013	96%	91%	94%	98%	98%	–	100%
	2014	95%	91%	93%	99%	98%	98%	100%
	2015	94%	91%	93%	98%	98%	100%	100%
At school students follow the rules	2011	69%	81%	77%	91%	98%	–	98%
	2012	71%	82%	79%	93%	94%	98%	–
	2013	71%	81%	81%	92%	96%	–	100%
	2014	73%	83%	78%	93%	96%	100%	99%
	2015	72%	84%	82%	90%	95%	98%	99%
At school students help each other	2011	83%	85%	80%	97%	97%	–	99%
	2012	84%	85%	80%	97%	94%	100%	–
	2013	87%	86%	79%	97%	95%	–	100%
	2014	84%	85%	79%	98%	95%	100%	99%
	2015	88%	90%	83%	96%	96%	100%	99%
At school students respect each other	2011	76%	80%	78%	92%	95%	–	97%
	2012	80%	80%	78%	93%	94%	98%	–
	2013	80%	79%	76%	93%	94%	–	99%
	2014	80%	82%	77%	95%	93%	96%	98%
	2015	83%	82%	80%	93%	95%	97%	99%

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
There is mutual respect between teachers and students at school	2011	88%	87%	90%	97%	–	–	–
	2012	90%	90%	89%	98%	–	–	–
	2013	84%	89%	90%	97%	–	–	–
	2014	85%	90%	90%	97%	–	–	–
	2015	85%	91%	91%	96%	–	–	–
There is mutual trust between teachers and students at school	2011	82%	87%	89%	97%	–	–	–
	2012	88%	90%	89%	98%	–	–	–
	2013	83%	90%	89%	97%	–	–	–
	2014	81%	90%	88%	98%	–	–	–
	2015	83%	91%	89%	97%	–	–	–
It is easy to get help with school work at school if needed	2011	92%	70%	–	86%	83%	–	92%
	2012	92%	73%	–	87%	81%	90%	–
	2013	92%	74%	–	88%	84%	–	94%
	2014	91%	71%		85%	83%	94%	92%
	2015	90%	76%	–	84%	87%	95%	92%
Students can get help at school with problems that are not related to school work	2011	83%	70%	–	90%	76%	–	90%
	2012	83%	73%	–	90%	77%	88%	–
	2013	84%	70%	–	90%	80%	–	91%
	2014	84%	69%		87%	78%	91%	93%
	2015	82%	73%	–	89%	78%	92%	90%
When needed, teachers at school are available to help students	2011	94%	86%	–	98%	92%	–	100%
	2012	93%	86%	–	97%	90%	98%	–
	2013	94%	85%	–	98%	94%	–	100%
	2014	93%	84%		97%	93%	96%	100%
	2015	92%	87%	–	98%	96%	97%	99%
Students respect the diversity among people	2011	87%	87%	–	93%	–	–	–
	2012	89%	86%	–	92%	–	–	–
	2013	87%	86%	–	93%	–	–	–
	2014	88%	88%	–	94%	–	–	–
	2015	89%	89%	–	93%	–	–	–
Students take responsibility for their actions	2011	74%	80%	–	86%	–	–	–
	2012	77%	77%	–	87%	–	–	–
	2013	75%	79%	–	86%	–	–	–
	2014	75%	79%	–	87%	–	–	–
	2015	69%	76%	–	80%	–	–	–

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students volunteer for activities that help others	2011	75%	79%	–	88%	–	–	–
	2012	74%	79%	–	90%	–	–	–
	2013	78%	80%	–	92%	–	–	–
	2014	80%	79%	–	92%	–	–	–
	2015	80%	84%	–	91%	–	–	–
Students are encouraged to participate in school services, such as...	2011	76%	81%	–	91%	–	–	–
	2012	77%	81%	–	90%	–	–	–
	2013	75%	83%	–	93%	–	–	–
	2014	76%	84%	–	91%	–	–	–
	2015	76%	86%	–	92%	–	–	–
Students are encouraged to get involved in global issues, such as the environment, ...	2011	75%	80%	–	87%	–	–	–
	2012	77%	78%	–	88%	–	–	–
	2013	74%	79%	–	89%	–	–	–
	2014	73%	81%	–	90%	–	–	–
	2015	72%	78%	–	85%	–	–	–
Schools promote physical activity, health and wellness	2011	93%	90%	–	94%	94%	–	100%
	2012	92%	91%	–	96%	94%	98%	–
	2013	91%	92%	–	96%	94%	–	99%
	2014	92%	92%	–	97%	95%	96%	99%
	2015	90%	92%	–	94%	94%	98%	99%
Students are learning about how to stay healthy	2011	85%	86%	–	92%	93%	–	99%
	2012	83%	88%	–	94%	92%	97%	–
	2013	79%	88%	–	92%	91%	–	99%
	2014	77%	87%	–	94%	93%	96%	99%
	2015	75%	87%	–	92%	94%	97%	98%
Students have healthy food choices in the school cafeteria, canteen, vending machines, and ...	2011	61%	52%	–	52%	79%	–	64%
	2012	74%	51%	–	57%	74%	78%	–
	2013	75%	52%	–	57%	77%	–	56%
	2014	76%	56%	–	68%	78%	87%	77%
	2015	76%	60%	–	68%	85%	82%	76%
The gym, playground, and ... at school meet the daily physical activity needs of students	2011	87%	83%	–	73%	67%	–	76%
	2012	87%	83%	–	74%	69%	60%	–
	2013	88%	85%	–	74%	71%	–	78%
	2014	91%	85%	–	71%	67%	79%	79%
	2015	91%	85%	–	73%	72%	67%	75%

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Schools are contributing to students' development of intellectual skills	2011	95%	73%	—	93%	84%	—	94%
	2012	93%	76%	—	94%	83%	92%	—
	2013	94%	78%	—	95%	88%	—	94%
	2014	92%	75%	—	94%	85%	94%	89%
	2015	92%	78%	—	92%	86%	95%	94%
Schools are contributing to students' development of social skills	2011	93%	75%	—	89%	80%	—	87%
	2012	88%	82%	—	92%	78%	90%	—
	2013	91%	82%	—	93%	84%	—	91%
	2014	89%	84%	—	93%	85%	91%	88%
	2015	87%	84%	—	93%	81%	92%	89%
Schools are contributing to students' development of physical abilities	2011	92%	81%	—	92%	82%	—	89%
	2012	90%	81%	—	94%	86%	93%	—
	2013	91%	87%	—	92%	82%	—	91%
	2014	90%	85%	—	92%	84%	92%	90%
	2015	88%	86%	—	89%	86%	90%	88%
Schools are contributing to students' development of emotional well-being	2011	88%	74%	—	89%	72%	—	74%
	2012	86%	79%	—	89%	73%	77%	—
	2013	88%	79%	—	90%	78%	—	77%
	2014	84%	80%	—	90%	73%	70%	72%
	2015	82%	81%	—	88%	68%	70%	71%
Students reporting at least one day of physical activity (of at least 30 minutes) at school ...	2011	62%	—	—	86%	—	—	—
	2012	58%	—	—	90%	—	—	—
	2013	59%	—	—	87%	—	—	—
	2014	59%	—	—	89%	—	—	—
	2015	59%	—	—	88%	—	—	—
Experience at school is contributing to students' growth in developing clear career goals	2011	88%	—	—	—	—	—	—
	2012	88%	—	—	—	—	—	—
	2013	84%	—	—	—	—	—	—
	2014	80%	—	—	—	—	—	—
	2015	80%	—	—	—	—	—	—
Subjects learned at school have practical applications in the real world	2011	—	—	—	—	—	—	—
	2012	81%	84%	—	—	—	—	—
	2013	79%	85%	—	—	—	—	—
	2014	75%	83%	—	—	—	—	—
	2015	75%	80%	—	—	—	—	—

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students feel comfortable asking questions in class	2011	90%	–	–	–	–	–	–
	2012	90%	–	–	–	–	–	–
	2013	87%	–	–	–	–	–	–
	2014	85%	–	–	–	–	–	–
	2015	84%	–	–	–	–	–	–
Students get the help they need with reading and writing	2011	96%	–	–	–	–	–	–
	2012	96%	–	–	–	–	–	–
	2013	95%	–	–	–	–	–	–
	2014	95%	–	–	–	–	–	–
	2015	95%	–	–	–	–	–	–
School provides learning resources, such as text books..., that meet the needs of students	2011	94%	90%	83%	91%	87%	–	94%
	2012	94%	84%	84%	90%	88%	98%	–
	2013	96%	90%	85%	91%	91%	–	96%
	2014	95%	88%	85%	89%	88%	94%	95%
	2015	93%	89%	84%	86%	91%	97%	94%
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2011	–	64%	–	60%	66%	–	70%
	2012	–	61%	–	57%	71%	73%	–
	2013	–	72%	–	61%	76%	–	73%
	2014	–	66%	–	58%	72%	87%	75%
	2015	–	72%	–	58%	75%	87%	75%

Student Engagement in Learning at Schools

Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of student engagement in learning at schools.

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about student engagement at schools. Overall, in 2015, a large proportion of respondents (across groups where applicable) agreed that:

- Students are proud of their school (students: 89%),
- Students have a voice in decisions made at their school (students: 70%),
- Students arrive at school ready to learn (70% to 96%),
- Teachers give students the individual attention they require (75% to 95%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 64%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 65%),
- Students asked questions in class or contributed to class discussions (students: 67%),
- Students have the opportunity to take part in classroom discussions and activities (97% to 100%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 72%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 90%),
- Students get recognized for the positive things they do at school (82% to 100%),
- Students are encouraged to express their opinions and engage in an exchange of ideas (95% to 99%),
- Students missed school other than for illness (less than 4 times during the school year) (students: 65%),
- Students thought about dropping out of school (never) (students: 86%),
- Students are able to learn in a way that best suits their learning style (73% to 87%),
- Students get the help/support they need to do well/be successful in school (76% to 92%),
- School is helping struggling students keep up in their studies (students: 80%; parents: 67%),
- Teachers help students achieve learning expectations (89% to 100%),

The level of agreement on statements related to student engagement in learning at school has remained relatively stable over time for all the respondent groups except for superintendents. Superintendents' agreement that students arrive at school ready to learn (78%) has decreased compared to the 2012 result.

Students reporting that they spend more than 3 hours per week outside of class studying and doing assignments (64%) has increased compared to the 2011 result.

Parents of Students with Severe Special Needs' agreement that students are able to learn in a way that suits their learning style (76%) has increased compared to the previous year's result.

Table 4: Student Engagement in Learning at Schools

(continued on next two pages)

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students are proud of their school	2011	90%	–	–	–	–	–	–
	2012	90%	–	–	–	–	–	–
	2013	90%	–	–	–	–	–	–
	2014	90%	–	–	–	–	–	–
	2015	89%	–	–	–	–	–	–
Students have a voice in decisions made at their school	2011	73%	–	–	–	–	–	–
	2012	73%	–	–	–	–	–	–
	2013	70%	–	–	–	–	–	–
	2014	71%	–	–	–	–	–	–
	2015	70%	–	–	–	–	–	–
Students arrive at school ready to learn	2011	71%	95%	88%	80%	86%	–	86%
	2012	75%	95%	90%	81%	87%	90%	–
	2013	73%	95%	89%	81%	89%	–	89%
	2014	73%	97%	88%	80%	87%	75%	85%
	2015	70%	96%	87%	77%	84%	78%	86%
Teachers give students the individual attention they require	2011	85%	80%	–	81%	81%	–	95%
	2012	79%	75%	–	75%	79%	93%	–
	2013	86%	77%	–	81%	81%	–	95%
	2014	82%	75%	–	77%	78%	91%	94%
	2015	83%	76%	–	75%	79%	87%	95%
Hours spent outside of class studying and doing assignments (more than 3 hours per week)	2011	55%	–	–	–	–	–	–
	2012	60%	–	–	–	–	–	–
	2013	57%	–	–	–	–	–	–
	2014	60%	–	–	–	–	–	–
	2015	64%	–	–	–	–	–	–
Students enjoyed completing a task that required a lot of thinking or mental effort	2011	61%	–	–	–	–	–	–
	2012	63%	–	–	–	–	–	–
	2013	63%	–	–	–	–	–	–
	2014	64%	–	–	–	–	–	–
	2015	65%	–	–	–	–	–	–
Students asked questions in class or contributed to class discussions	2011	71%	–	–	–	–	–	–
	2012	71%	–	–	–	–	–	–
	2013	69%	–	–	–	–	–	–
	2014	68%	–	–	–	–	–	–
	2015	67%	–	–	–	–	–	–

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students have the opportunity to take part in classroom discussions and activities	2011	98%	–	–	100%	98%	–	99%
	2012	98%	–	–	100%	95%	98%	–
	2013	98%	–	–	99%	96%	–	100%
	2014	96%	–	–	99%	97%	96%	99%
	2015	98%	–	–	99%	97%	100%	99%
Class work has emphasized understanding information and explaining ideas in their own words	2011	70%	–	–	–	–	–	–
	2012	73%	–	–	–	–	–	–
	2013	76%	–	–	–	–	–	–
	2014	73%	–	–	–	–	–	–
	2015	72%	–	–	–	–	–	–
Experience at school is contributing to students' growth in thinking deeply and critically	2011	93%	–	–	–	–	–	–
	2012	91%	–	–	–	–	–	–
	2013	92%	–	–	–	–	–	–
	2014	91%	–	–	–	–	–	–
	2015	90%	–	–	–	–	–	–
Students get recognized for the positive things they do at school	2011	83%	–	–	97%	97%	–	99%
	2012	84%	–	–	97%	98%	100%	–
	2013	83%	–	–	97%	97%	–	100%
	2014	80%	–	–	96%	97%	98%	100%
	2015	82%	–	–	97%	96%	100%	100%
Students are encouraged to express their opinions and engage in an exchange of ideas	2011	–	–	–	98%	93%	–	100%
	2012	–	–	–	98%	93%	97%	–
	2013	–	–	–	98%	93%	–	99%
	2014	–	–	–	98%	93%	92%	98%
	2015	–	–	–	97%	95%	97%	99%
Students missed school other than for illness (less than 4 times during the school year)	2011	65%	–	–	–	–	–	–
	2012	65%	–	–	–	–	–	–
	2013	66%	–	–	–	–	–	–
	2014	66%	–	–	–	–	–	–
	2015	65%	–	–	–	–	–	–
Students thought about dropping out of school (never)	2011	88%	–	–	–	–	–	–
	2012	87%	–	–	–	–	–	–
	2013	89%	–	–	–	–	–	–
	2014	86%	–	–	–	–	–	–
	2015	86%	–	–	–	–	–	–

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Students are able to learn in a way that best suits their learning style	2011	–	–	–	–	–	–	–
	2012	80%	73%	–	86%	–	–	–
	2013	86%	73%	73%	88%	–	–	–
	2014	82%	70%	68%	84%	–	–	–
	2015	83%	73%	76%	87%	–	–	–
Students get the help/support they need to do well/be successful in school	2011	–	–	–	–	–	–	–
	2012	95%	81%	–	87%	–	–	–
	2013	92%	82%	73%	88%	–	–	–
	2014	90%	80%	70%	85%	–	–	–
	2015	92%	82%	76%	83%	–	–	–
School is helping struggling students keep up in their studies	2011	–	–	–	–	–	–	–
	2012	88%	63%	–	–	–	–	–
	2013	85%	68%	–	–	–	–	–
	2014	84%	66%	–	–	–	–	–
	2015	80%	67%	–	–	–	–	–
Teachers help students achieve learning expectations	2011	96%	91%	–	99%	98%	–	100%
	2012	97%	89%	–	99%	98%	100%	–
	2013	93%	91%	–	99%	97%	–	100%
	2014	94%	89%	–	99%	98%	100%	100%
	2015	92%	89%	–	99%	97%	100%	100%

Preparation of Students

Preparation for Lifelong Learning

A high proportion of teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime, whereas for parents the proportion was lower.

Parents of grades 7–12 students and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (87%) and a relatively lower proportion of parents (Grade 7–12: 66%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

Table 5: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Parents	Teachers
Students are taught knowledge, skills and attitudes for lifelong learning	2011	75%	89%
	2012	74%	91%
	2013	75%	92%
	2014	70%	90%
	2015	66%	87%

A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents of grades 7–12 students, teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About half of the public (53%), and about six in ten parents (Grade 7–12: 63%) and teachers (64%) indicated that they were satisfied. Nearly all (94%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime.

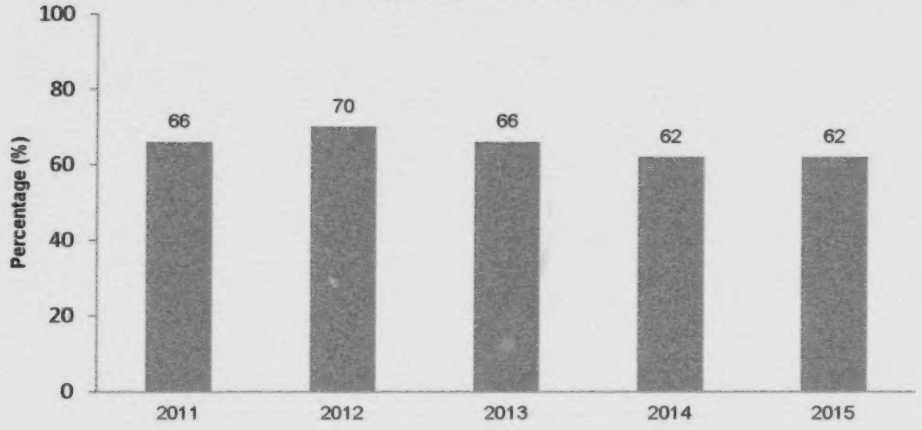
Table 6: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Students	Parents	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2011	97%	59%	65%	55%
	2012	95%	61%	65%	58%
	2013	95%	62%	68%	56%
	2014	93%	59%	62%	53%
	2015	94%	63%	64%	53%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, about six in ten (62%, a decrease from 2012) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training

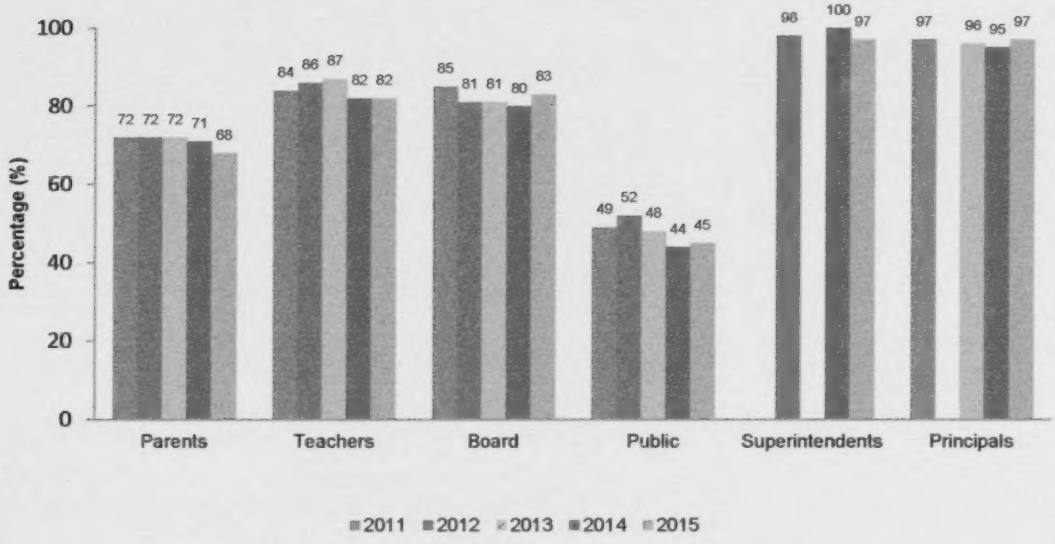


Preparation for the Workforce

A high proportion of teachers, principals, school board trustees, and superintendents were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Parent and public satisfaction were lower.

Parents (Grade 7–12), teachers, principals, school board trustees, superintendents, and the public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (97%), superintendents (97%), school board trustees (83%) and teachers (82%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds (68%) of parents and less than half of the public (45%) also indicated their satisfaction.

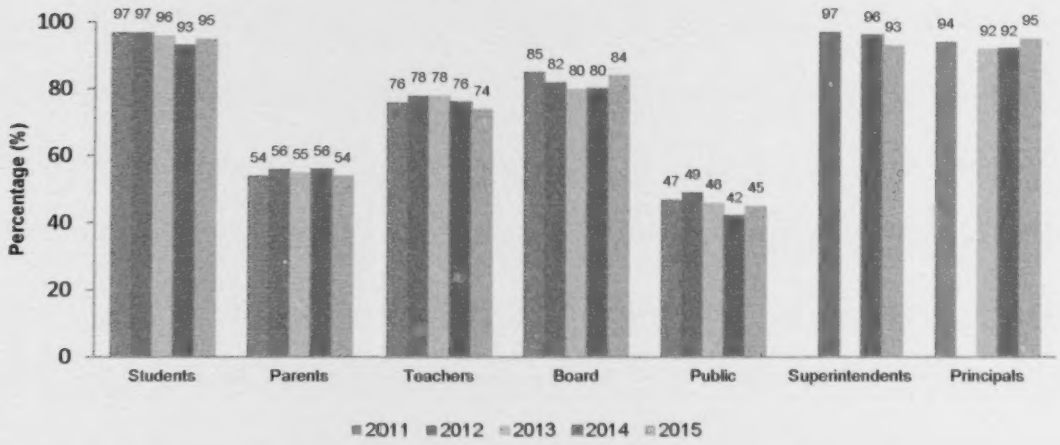
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was high among students, teachers, principals, school board trustees, and superintendents and lower for the public and parent respondent groups.

A high proportion of students (95%), principals (95%), superintendents (93%), school board trustees (84%) and teachers (74%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (Grade 7–12: 54%) and the public (45%) indicated that they were satisfied.

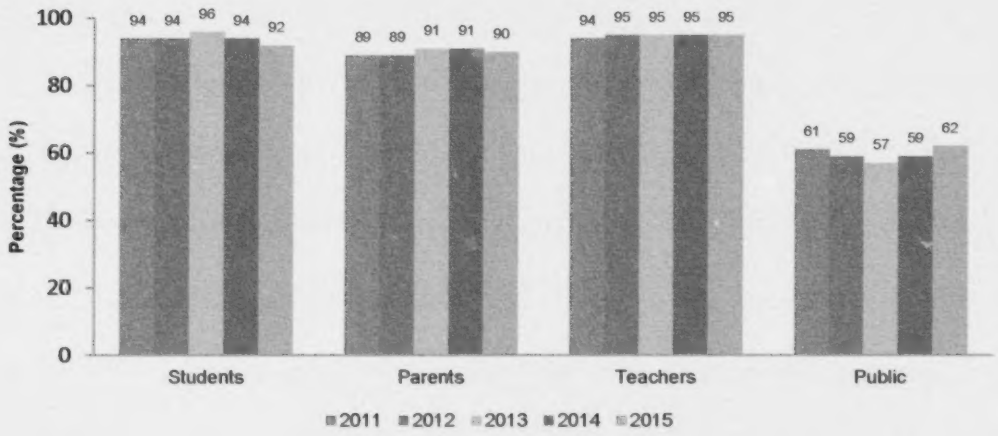
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviors to be Successful at Work



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among students, parents, and teachers compared to the public respondent group.

A high proportion of teachers (95%), students (92%) and parents (Grade 7-12: 90%), and a lower proportion of the public (62%) were satisfied that school is contributing to development of students' ability to demonstrate positive attitudes and behaviours.

Chart 6 : Satisfaction that School is Contributing to the Development of Students Ability to Demonstrate Positive Attitudes and Behaviours



Satisfaction that school is contributing to the development of students' unique skills and abilities varies across respondent groups.

Students, parents of grades 7-12 students, teachers, and the public were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Although the level of satisfaction varied across respondent groups, a large proportion of respondent groups were satisfied with schools' contribution to the ability to manage information (69% to 93%), learn continuously (71% to 91%), work safely (73% to 99%), work with others towards a common goal (77% to 96%), participate and contribute in projects and tasks (77% to 97%), be honest and ethical (72% to 95%), help in keeping the environment clean (74% to 92%), and make fair decisions (75% to 97%).

Public satisfaction with schools' contribution to the abilities to lead a group or a team (62%), understand abstract concepts (60%), use numbers (58%), think and solve problems (52%), be punctual and finish work on time (50%), communicate (45%), and take responsibilities for own learning (42%) was low compared to student, parent and teacher respondent groups (63% to 95%).

Public (54%), teacher (68%) and parent (69%) satisfaction with schools' contribution to the ability to transition effectively from school to work was low compared to the student (86%) respondent group. Similarly, public (30%), teacher (41%) and parent (58%) satisfaction with the contribution to students' ability to manage money, credit and personal finances was low compared to the student respondent group (66%). In addition, student satisfaction that school is contributing to the development of their ability to manage money, credit and personal finances has decreased compared to the 2011-2013 results.

Public satisfaction regarding students' ability to use numbers (58%) has decreased from the 2011 result and satisfaction regarding students' ability to communicate (45%) has decreased compared to the 2012 result. Teachers' satisfaction that school is contributing to the development of the ability to be punctual and finish work on time (63%) has decreased compared to the 2011-2014 results.

Table 7: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities

(continued on next two pages)

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to use numbers	2011	94%	86%	91%	66%
	2012	96%	87%	92%	63%
	2013	94%	87%	90%	59%
	2014	93%	82%	81%	53%
	2015	93%	83%	86%	58%
Ability to think and solve problems	2011	97%	87%	90%	58%
	2012	95%	87%	89%	58%
	2013	94%	88%	89%	54%
	2014	94%	81%	82%	52%
	2015	95%	85%	85%	52%
Ability to communicate	2011	95%	90%	95%	51%
	2012	96%	87%	95%	53%
	2013	95%	89%	95%	50%
	2014	93%	88%	92%	48%
	2015	94%	87%	93%	45%
Ability to manage information	2011	95%	88%	90%	72%
	2012	94%	87%	87%	74%
	2013	95%	88%	90%	71%
	2014	93%	85%	87%	70%
	2015	93%	86%	86%	69%
Ability to take responsibility for own learning	2011	97%	85%	80%	44%
	2012	98%	80%	79%	44%
	2013	96%	84%	82%	38%
	2014	95%	86%	80%	38%
	2015	94%	85%	77%	42%
Ability to be adaptable	2011	96%	94%	92%	72%
	2012	98%	90%	92%	70%
	2013	94%	93%	93%	67%
	2014	93%	93%	92%	64%
	2015	94%	95%	91%	67%
Ability to learn continuously	2011	97%	87%	88%	76%
	2012	97%	90%	89%	75%
	2013	95%	90%	93%	74%
	2014	92%	88%	89%	73%
	2015	91%	90%	89%	71%

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to work safely	2011	99%	96%	99%	75%
	2012	99%	95%	97%	74%
	2013	99%	96%	98%	74%
	2014	98%	96%	98%	72%
	2015	97%	96%	99%	73%
Ability to work with others towards a common goal	2011	96%	95%	96%	79%
	2012	96%	91%	95%	78%
	2013	94%	94%	96%	75%
	2014	94%	93%	96%	75%
	2015	93%	94%	96%	77%
Ability to participate and contribute in projects and tasks	2011	98%	94%	97%	81%
	2012	97%	92%	96%	80%
	2013	96%	93%	97%	77%
	2014	96%	96%	98%	75%
	2015	95%	96%	97%	77%
Ability to transition effectively from school to work	2011	92%	70%	63%	53%
	2012	91%	68%	68%	55%
	2013	92%	70%	59%	49%
	2014	88%	65%	59%	48%
	2015	86%	69%	68%	54%
Ability to understand abstract concepts	2011	89%	84%	75%	62%
	2012	87%	80%	76%	60%
	2013	89%	80%	79%	62%
	2014	86%	81%	73%	59%
	2015	84%	78%	74%	60%
Ability to be honest and ethical in dealing with other people	2011	96%	93%	92%	69%
	2012	95%	93%	90%	69%
	2013	94%	92%	93%	66%
	2014	94%	94%	95%	69%
	2015	95%	93%	93%	72%
Ability to be punctual and finish work on time	2011	89%	80%	72%	49%
	2012	90%	79%	73%	55%
	2013	88%	78%	72%	48%
	2014	87%	82%	71%	49%
	2015	87%	85%	63%	50%

Questions	Year	Students	Parents (K-12)	Teachers	Public
Ability to manage money, credit and personal finances	2011	81%	62%	27%	29%
	2012	81%	56%	31%	30%
	2013	76%	60%	34%	31%
	2014	70%	59%	34%	30%
	2015	66%	58%	41%	30%
Ability to lead a group or a team	2011	92%	81%	82%	63%
	2012	91%	83%	87%	62%
	2013	90%	82%	87%	59%
	2014	88%	82%	87%	59%
	2015	86%	82%	85%	62%
Ability to help in keeping the environment clean	2011	83%	92%	84%	75%
	2012	82%	91%	84%	73%
	2013	82%	92%	88%	72%
	2014	84%	89%	86%	71%
	2015	82%	92%	84%	74%
Ability to make fair decisions	2011	99%	94%	94%	76%
	2012	98%	93%	96%	76%
	2013	96%	94%	96%	75%
	2014	97%	95%	96%	75%
	2015	97%	93%	95%	75%

Agreement that students have computer skills necessary to support their studies is high.

Students, parents of grades 7-12 students, teachers, principals, school board trustees, and superintendents were asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of respondent groups agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support studies (78% to 97%) and create multi-media presentations with sound, pictures and video for their projects/assignments (83% to 92%). A large proportion of respondent groups (except teachers) also agreed that students have sufficient access to computers at school (76% to 93%) and at home (95% to 98%) to do their school work. However, a relatively smaller proportion of teachers agreed that students have sufficient access to computers at school (72%) and at home (68%) to do their school work. A large proportion of respondent groups also agreed that students use the internet to do research on assignment topics (87% to 100%).

Teachers' agreement that students have the computer skills necessary to support their studies (78%) has decreased compared to the result from 2012.

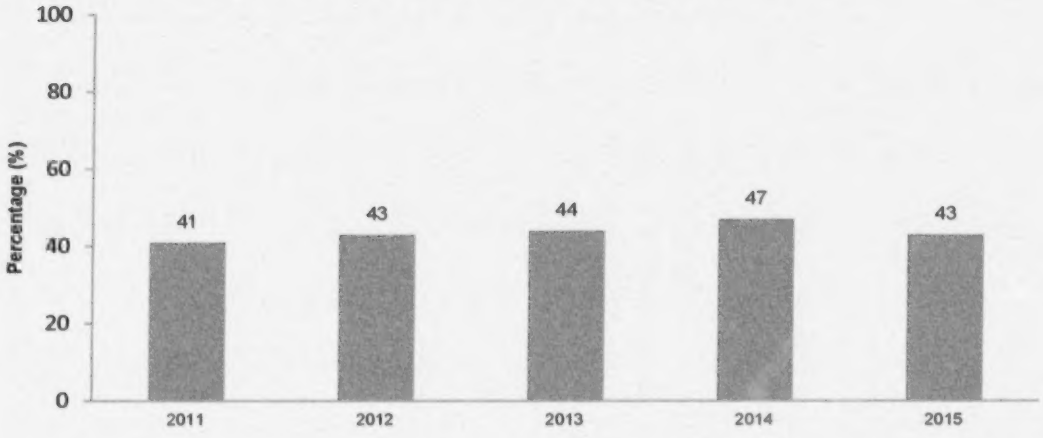
Table 8: Agreement on Computer Skills and Technology Learning Outcomes

Questions	Year	Students	Parents (7-12)	Teachers	Board	Superintendents	Principals
Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies	2011	—	—	—	—	—	—
	2012	92%	87%	88%	94%	97%	—
	2013	88%	84%	85%	92%	—	89%
	2014	86%	80%	80%	85%	92%	86%
	2015	87%	82%	78%	92%	97%	86%
Students have sufficient access to computers at school to do their school work	2011	—	—	—	—	—	—
	2012	95%	76%	78%	91%	83%	—
	2013	95%	83%	74%	93%	—	79%
	2014	93%	75%	64%	80%	91%	78%
	2015	93%	79%	72%	85%	90%	76%
Students have access to computer at home to do their school work	2011	—	—	—	—	—	—
	2012	98%	96%	69%	—	—	—
	2013	97%	96%	70%	—	—	—
	2014	96%	96%	73%	—	—	—
	2015	95%	98%	68%	—	—	—
Students have skills to create multimedia presentations for projects/assignments	2011	91%	82%	87%	93%	—	85%
	2012	91%	83%	85%	93%	95%	—
	2013	86%	80%	82%	89%	—	84%
	2014	88%	85%	84%	87%	91%	83%
	2015	85%	83%	84%	90%	92%	83%
Students use the internet to do research on assignment topics	2011	96%	89%	96%	98%	—	94%
	2012	97%	85%	96%	97%	98%	—
	2013	95%	88%	96%	96%	—	94%
	2014	98%	89%	95%	97%	100%	95%
	2015	94%	87%	92%	97%	100%	95%

About four in ten high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About four in ten (43%) high school students reported that they held a part time or full time paying job in 2015.

Chart 7: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked 10 hours or less has remained stable. The proportion of high school students who reported that they worked 11 to 20 hours a week has increased over time with some fluctuations, while the proportion of high school students who reported they worked more than 20 hours a week has declined.

Table 9: Breakdown of Number of Hours Worked, Reported by High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2011	45%	39%	16%	1%
2012	43%	43%	14%	1%
2013	40%	44%	16%	0%
2014	46%	42%	12%	0%
2015	42%	49%	10%	0%

Communication and Involvement

Parental Involvement in Decision Making

Most parents, teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in their children's education and in decisions at school.

A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents indicated that parents are involved a lot or to some extent in the decisions about their children's education (81% to 93%), and that they were satisfied with the opportunity for parental involvement in their children's education (81% to 97%). A high proportion (86%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of teachers, principals, school board trustees, and superintendents (78% to 92%), and a relatively lower proportion of parents (K–12: 68%, severe special needs: 66%) indicated that parents are involved a lot or to some extent in decisions at school. A high proportion of teachers, principals, school board trustees, and superintendents (91% to 97%), and a relatively lower proportion of parents (K-12: 81%; severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school. About half of students (49%) indicated that their parents are involved a lot or to some extent in decisions at their school.

A high proportion (89% to 98%) of teachers, principals, school board trustees, and superintendents were satisfied with parental input into decisions at school being considered.

About three-quarters of parents (K-12: 77%; severe special needs: 75%) indicated agreement that the school engages them in a way that helps their child succeed. Similarly, about nine in ten (87%) teachers agreed that school engages parents in a way that helps their child succeed.

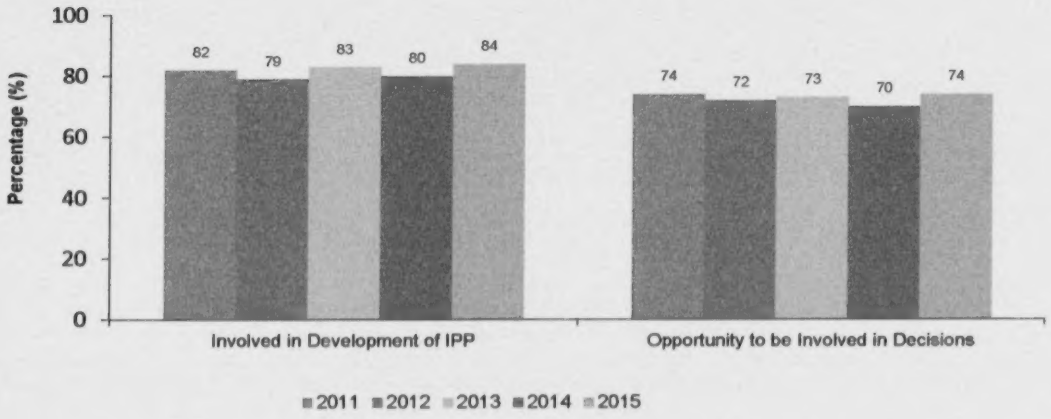
Table 10: Parental Involvement in Decision Making

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2011	81%	82%	–	81%	85%	–	90%
	2012	85%	85%	–	83%	83%	95%	–
	2013	83%	85%	–	84%	86%	–	88%
	2014	85%	82%	–	82%	85%	92%	83%
	2015	86%	84%	–	81%	89%	93%	88%
Satisfaction with opportunity for parental involvement in decisions about child's education	2011	–	78%	–	93%	90%	–	98%
	2012	–	79%	–	93%	92%	95%	–
	2013	–	81%	–	91%	91%	–	97%
	2014		79%	–	92%	88%	91%	96%
	2015	–	81%	–	91%	91%	97%	95%
Extent of parental involvement in decisions at school	2011	47%	62%	66%	79%	79%	–	88%
	2012	50%	63%	69%	78%	82%	97%	–
	2013	46%	66%	72%	80%	82%	–	86%
	2014	48%	64%	64%	77%	84%	92%	78%
	2015	49%	68%	66%	78%	86%	92%	84%
Satisfaction with opportunity for parental involvement in decisions at school	2011	–	75%	81%	92%	88%	–	99%
	2012	–	77%	81%	94%	91%	97%	–
	2013	–	79%	81%	92%	93%	–	96%
	2014	–	80%	76%	92%	90%	92%	95%
	2015	–	81%	81%	91%	92%	97%	97%
Satisfaction with parental input into decisions at school being considered	2011	–	–	–	89%	88%	–	100%
	2012	–	–	–	91%	93%	100%	–
	2013	–	–	–	93%	91%	–	97%
	2014	–	–	–	91%	90%	92%	98%
	2015	–	–	–	90%	89%	98%	98%
Agreement that school engages parents in a way that helps their child succeed	2011	–	–	–	–	–	–	–
	2012	–	69%	–	88%	–	–	–
	2013	–	76%	76%	87%	–	–	–
	2014	–	72%	75%	86%	–	–	–
	2014	–	77%	75%	87%	–	–	–

A high proportion of parents of students with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about eight in ten (84%) parents of students with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, about seven in ten (74%) of these parents agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 8: Parents (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Invlovement in Decisions Regarding Services



A high proportion of parents of students with severe special needs were satisfied that school provides a program that meets the needs of their child and were satisfied with their child's progress at school.

At least three-quarters of parents of students with severe special needs indicated their satisfaction with the school program meeting the needs of their child (77%) and with their child's progress at school (80%). They were also satisfied that their child receives the support services he/she needs to be successful in school (77%) and is benefiting from the services being provided (84%).

Table 11: Parents of Students with Severe Special Needs' Satisfaction with School Program

Questions	Year	Parents of Students with Severe Special Needs
The school provides a program that meets the needs of a child	2011	77%
	2012	77%
	2013	79%
	2014	75%
	2015	77%
Child's progress in school	2011	80%
	2012	78%
	2013	79%
	2014	77%
	2015	80%
Child receives the support services he/she needs to be successful in school	2011	75%
	2012	72%
	2013	77%
	2014	72%
	2015	77%
Child is benefiting from the services being provided	2011	84%
	2012	81%
	2013	83%
	2014	81%
	2015	84%

In general, parents, teachers, principals, school board trustees, superintendents, and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.

About three-quarters (77%) of superintendents and about six in ten principals (63%) and school board trustees (57%, a decrease from 2013) were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of teachers (30%), the public (38%), and parents (K–12: 51%, severe special needs: 58%) were satisfied that their input into the education of students is considered by Alberta Education.

About nine in ten (91%) principals were satisfied that their input into the education of students is considered by their school boards. However, a lower proportion of parents (K–12: 59%, severe special needs: 64%), teachers (58%) and the public (46%) were satisfied that their input into the education of students is considered by their school boards.

A higher proportion of teachers (84%) and parents (K-12: 77%, severe special needs: 78%) were satisfied that their input into the education of students is considered by their school. However, only about half (51%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 12: Satisfaction that Input into the Education of Students is Considered

Questions	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2011	43%	55%	38%	50%	40%	–	61%
	2012	45%	57%	40%	63%	47%	67%	–
	2013	50%	59%	37%	69%	42%	–	63%
	2014	48%	54%	32%	61%	38%	79%	65%
	2015	51%	58%	30%	57%	38%	77%	63%
Satisfaction that their input into education of students is considered by school board	2011	53%	58%	60%	–	47%	–	90%
	2012	50%	60%	58%	–	51%	–	–
	2013	60%	61%	58%	–	46%	–	89%
	2014	57%	58%	58%		45%	–	86%
	2015	59%	64%	58%	–	46%	–	91%
Satisfaction that their input into decisions/ education of students is considered by the school	2011	73%	78%	83%	–	54%	–	–
	2012	74%	77%	80%	–	55%	–	–
	2013	74%	79%	81%	–	52%	–	–
	2014	76%	74%	81%		49%	–	–
	2015	77%	78%	84%	–	51%	–	–

About two-thirds (68%) of students indicated they are involved a lot or to some extent in decisions at their school, and about three-quarters of them (75%) indicated that they are satisfied that their input into decisions at their school is considered.

Table 13: Students' Involvement in Decisions at School

Questions	Students				
	2011	2012	2013	2014	2015
Extent of involvement in decisions at school	68%	67%	64%	68%	68%
Satisfaction that input into decision at school is considered	74%	76%	75%	73%	75%

About one-third (37%) of the public indicated that they are involved a lot or to some extent in decisions at schools in their community. Similarly, about six in ten (63%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (51%) were satisfied that their input is considered by the school.

Table 14: Public Involvement in Decisions at Schools in the Community

Questions	Public				
	2011	2012	2013	2014	2015
Extent of involvement in decisions at schools in the community	41%	40%	41%	35%	37%
Satisfaction with opportunity to be involved in decisions at schools in the community	65%	64%	64%	67%	63%
Satisfaction that input into decisions at school is considered	54%	55%	52%	49%	51%

Communication with the Public

A low proportion of parents, teachers, principals, school board trustees, superintendents and the public agreed that Alberta's education system communicates effectively with the public.

A low proportion of parents (K–12: 52%, severe special needs: 54%), school board trustees (52%), teachers (55%), superintendents (58%), and principals (62%) agreed that Alberta's education system communicates effectively with the public. Less than half (40%) of the public also agreed that Alberta's education system communicates effectively with the public.

Public agreement (40%) and school board trustees' agreement (52%) have decreased compared to their 2012 results. Superintendents' agreement (58%) has decreased compared to the 2012 result.

Table 15: Alberta's Education System Communicates Effectively with the Public

Question	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2011	48%	55%	56%	50%	46%	—	67%
	2012	47%	56%	61%	62%	53%	73%	—
	2013	57%	56%	59%	67%	48%	—	65%
	2014	52%	53%	52%	59%	43%	66%	67%
	2015	52%	54%	55%	52%	40%	58%	62%

Leadership and Continuous Improvement

Improvement in Quality of Education

A high proportion of principals, school board trustees and superintendents indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of superintendents (97%), school board trustees (92%) and principals (88%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion of teachers (71%) and parents (Grade 3–12: 72%, severe special needs: 66%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of superintendents (85%), principals (83%) and school board trustees (80%) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a lower proportion of parents (Grade 3–12: 66%) and teachers (61%, a decrease from 2012) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Parents' agreement that the quality of the Alberta K-12 system has improved or stayed the same increased compared to the previous year's result. In contrast, teachers' agreement that the quality of the Alberta K-12 system has improved or stayed the same has decreased compared to the 2012 result. Teachers' agreement that the quality of education at their school has improved or stayed the same has decreased compared to the 2012 and 2013 results.

Table 16: Improvement in Quality of Education in the Past 3 Years

Questions	Year	Parents	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2011	73%	65%	77%	94%	—	90%
	2012	73%	65%	80%	93%	95%	—
	2013	76%	69%	79%	91%	—	89%
	2014	73%	66%	76%	89%	98%	89%
	2015	72%	66%	71%	92%	97%	88%
Quality of the Alberta K–12 system has improved or stayed the same in the past three years	2011	65%	—	64%	79%	—	85%
	2012	63%	—	69%	85%	87%	—
	2013	68%	—	63%	84%	—	83%
	2014	58%	—	55%	78%	87%	82%
	2015	66%	—	61%	80%	85%	83%

A high proportion of parents, teachers, and school board trustees indicated that key aspects of education have improved or stayed the same in the past three years.

From 2011, parents of students in grades 3-12, teachers, and school board trustees were asked whether the quality of key aspects of education (engagement of students in school, information about student achievement, communication of plans for school improvement, the school learning environment, and the accountability of school to parents) in their school/schools in the jurisdiction have improved, stayed the same, or declined over the past three years. Overall, in 2015, a large proportion of respondents across groups indicated that:

- The school learning environment has improved or stayed the same (75% to 93%),
- Engagement of students in school has improved or stayed the same (82% to 95%),
- Information about student achievement has improved or stayed the same (74% to 88%),
- Communication of plans for school improvement has improved or stayed the same (80% to 91%), and
- The accountability of school to parents has improved or stayed the same (78% to 94%),

The proportion of teachers who reported improvement in the information about student achievement (79%) has decreased compared to the 2011-2013 results.

Table 17: Improvement in the Quality of Educational Aspects in the Past 3 Years

Questions	Year	Parents	Teachers	Board
The school learning environment has improved or stayed the same in the past three years	2011	78%	79%	91%
	2012	77%	82%	91%
	2013	77%	80%	93%
	2014	74%	74%	93%
	2015	79%	75%	93%
Engagement of students in school has improved or stayed the same in the past three years	2011	79%	84%	94%
	2012	76%	85%	95%
	2013	79%	84%	94%
	2014	78%	84%	94%
	2015	82%	82%	95%
Information about student achievement has improved or stayed the same in the past three years	2011	80%	88%	94%
	2012	81%	91%	95%
	2013	77%	90%	94%
	2014	77%	86%	90%
	2015	74%	79%	88%
Communication of plans for school improvement has improved or stayed the same in the last three years	2011	73%	83%	89%
	2012	74%	83%	93%
	2013	77%	83%	91%
	2014	75%	80%	90%
	2015	80%	80%	91%
The accountability of school to parents has improved or stayed the same in the last three years	2011	77%	94%	95%
	2012	74%	95%	97%
	2013	76%	94%	95%
	2014	74%	94%	92%
	2015	78%	93%	94%

Leadership

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school [parents (K-12: 87%, severe special needs: 87%); teachers: 84%] and at the jurisdiction (parents K-12: 82%, teachers: 78%) effectively supports and facilitates teaching and learning.

About six in ten superintendents (65%) and school board trustees (61%, a decrease from 2012-2014) and a lower proportion of parents (K-12: 58%), principals (53%), the public (44%), and teachers (38%, a decrease from 2011- 2013) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

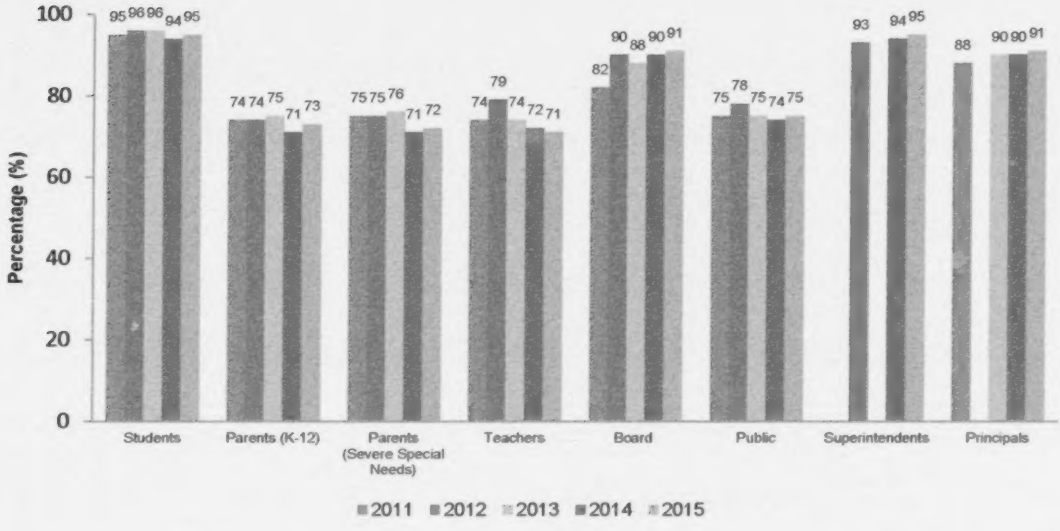
Table 18: Leadership Effectively Supporting and Facilitating Teaching and Learning

Questions	Year	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2011	87%	86%	85%	–	–	–	–
	2012	88%	86%	86%	–	–	–	–
	2013	87%	85%	85%	–	–	–	–
	2014	86%	85%	84%	–	–	–	–
	2015	87%	87%	84%	–	–	–	–
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2011	77%	–	79%	–	–	–	–
	2012	78%	–	80%	–	–	–	–
	2013	82%	–	78%	–	–	–	–
	2014	80%	–	75%	–	–	–	–
	2015	82%	–	78%	–	–	–	–
Leadership at provincial level effectively supports and facilitates teaching and learning	2011	53%	–	51%	59%	46%	–	61%
	2012	57%	–	58%	71%	53%	67%	
	2013	58%	–	53%	76%	50%	–	55%
	2014	53%	–	42%	71%	43%	77%	58%
	2015	58%	–	38%	61%	44%	65%	53%

A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.

A high proportion of students (95%), superintendents (95%), principals (91%), school board trustees (91%, an increase from 2011), public (75%), parents (K–12: 73%, severe special needs: 72%), and teachers (71%, a decrease from 2012) indicated agreement that the highest priority of Alberta's education system is the success of the student.

Chart 9: Highest Priority of Alberta's Education System is the Success of the Student



A high proportion of students, teachers and principals agreed that the Alberta education system ensures access to quality education to all students regardless of where they live.

A high proportion of students (92%), teachers (72%), and principals (70%) and a relatively lower proportion of parents (K-12: 69%, severe special needs: 67%), superintendents (67%), the public (61%), and school board trustees (61%) agreed that Alberta's education system ensures access to quality education to all students regardless of where they live. In addition, a high proportion of superintendents (87%), principals (79%), school board trustees (77%) and about four in ten (43%) of the public agreed that Alberta's education system uses research and consultation with Albertans to guide policy decisions.

Table 19: Agreement on Access to Quality Education and the Use of Research and Consultation

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system ensures access to quality education to all students regardless of where they live	2011	93%	63%	65%	73%	63%	64%	—	71%
	2012	93%	65%	66%	69%	68%	66%	60%	—
	2013	91%	74%	68%	72%	63%	65%	—	67%
	2014	92%	69%	63%	69%	63%	64%	81%	75%
	2015	92%	69%	67%	72%	61%	61%	67%	70%
Alberta's education system uses research and consultation with Albertans to guide policy decisions	2011	—	—	—	—	65%	47%	—	81%
	2012	—	—	—	—	76%	57%	80%	—
	2013	—	—	—	—	81%	49%	—	76%
	2014	—	—	—	—	76%	49%	94%	83%
	2015	—	—	—	—	77%	43%	87%	79%

A high proportion of respondent groups were satisfied with school facilities.

A high proportion of students (91% to 95%), parents of students with severe special needs (91% to 94%), parents (91% to 92%), the public (89% to 90%), and teachers (79% to 82%) were satisfied that their school building meets the physical needs of students and that the school building is well maintained. Similarly, a high proportion of students (87% to 89%), parents of students with severe special needs (87% to 89%), parents (85% to 86%), superintendents (78% to 85%), principals (81% to 83%), school board trustees (63% to 83%), and teachers (73%) were satisfied that the equipment and facilities at school meet learning needs of students. A high proportion of students (87%), parents of students with severe special needs (82%), parents (78%), principals (70%) and a relatively lower proportion of teachers (51%), school board trustees (48%) and superintendents (48%) agreed that schools have enough space to meet the learning needs of students.

Superintendents' satisfaction that facilities at school meet learning needs of students (78%) has increased compared to the 2012 result. Teachers' satisfaction that their school has enough space to meet the learning needs of students (51%) has decreased compared to the 2011-2013 results.

Table 20: Satisfaction with School Facilities

Questions	Year	Students	Parents (K-12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
School has enough space to meet the learning needs of students	2011	85%	77%	85%	60%	51%	—	—	73%
	2012	88%	76%	83%	61%	55%	—	52%	—
	2013	88%	82%	84%	60%	53%	—	—	72%
	2014	88%	75%	82%	55%	55%	—	53%	74%
	2015	87%	78%	82%	51%	48%	—	48%	70%
School building meets the physical needs of students	2011	95%	93%	92%	77%	—	84%	—	—
	2012	95%	93%	93%	82%	—	94%	—	—
	2013	96%	92%	93%	80%	—	92%	—	—
	2014	94%	92%	93%	79%	—	89%	—	—
	2015	95%	92%	91%	82%	—	90%	—	—
School building is well maintained	2011	90%	89%	92%	77%	—	85%	—	—
	2012	91%	92%	94%	79%	—	92%	—	—
	2013	92%	92%	94%	80%	—	92%	—	—
	2014	92%	90%	92%	79%	—	89%	—	—
	2015	91%	91%	94%	79%	—	89%	—	—
Facilities at school meet learning needs of students	2011	90%	88%	88%	73%	60%	—	—	81%
	2012	93%	84%	89%	72%	62%	—	52%	—
	2013	91%	86%	90%	78%	67%	—	—	83%
	2014	90%	85%	89%	75%	68%	—	77%	84%
	2015	89%	86%	89%	73%	63%	—	78%	81%
Equipment at school meets learning needs of students	2011	85%	88%	87%	70%	79%	—	—	82%
	2012	87%	82%	87%	70%	84%	—	82%	—
	2013	90%	87%	87%	75%	84%	—	—	87%
	2014	87%	85%	86%	72%	81%	—	85%	83%
	2015	87%	85%	87%	73%	83%	—	85%	83%

About seven in ten superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

About seven in ten superintendents (72%) and a relatively lower proportion of school board trustees (65%, a decrease from 2011), principals (64%, a decrease from 2011 and 2013) and teachers (63%) agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.

A high proportion of superintendents (93%), principals (89%), school board trustees (87%) and a lower proportion of teachers (62%, a decrease from 2011) agreed that professional development opportunities available to teachers effectively addressed professional development needs of teachers.

A high proportion of principals and superintendents also agreed that they were able to attract (80% and 90%) and retain (94% and 93%) teachers in their schools and jurisdictions, respectively.

Table 21: Perception of Recent Bachelor of Education Graduates and Professional Development Opportunities Available for Teachers

Questions	Year	Teachers	Board	Superintendents	Principals
Recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers	2011	65%	78%	–	79%
	2012	68%	75%	73%	–
	2013	67%	71%	–	74%
	2014	62%	65%	77%	64%
	2015	63%	65%	72%	64%
Professional development opportunities available to teachers effectively addressed the professional development needs of teachers	2011	72%	89%	–	92%
	2012	68%	86%	93%	–
	2013	69%	89%	–	92%
	2014	59%	81%	89%	89%
	2015	62%	87%	93%	89%
Attraction of teachers to school/jurisdiction	2011	–	–	–	86%
	2012	–	–	87%	–
	2013	–	–	–	85%
	2014	–	–	89%	81%
	2015	–	–	90%	80%
Retention of teachers to school/jurisdiction	2011	–	–	–	91%
	2012	–	–	85%	–
	2013	–	–	–	92%
	2014	–	–	92%	91%
	2015	–	–	93%	94%

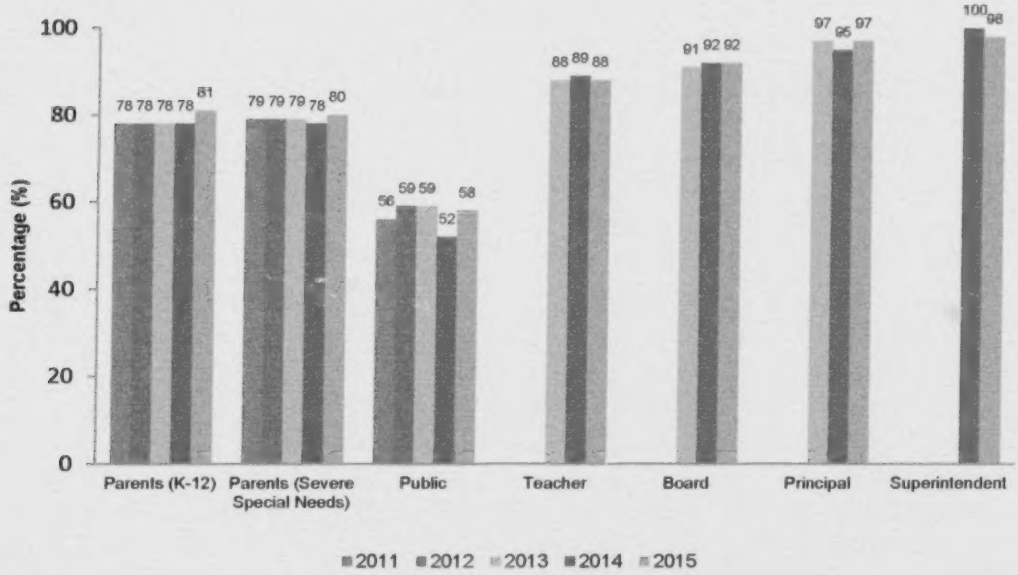
Value for Money

A high proportion of parents, teachers, principals, school board trustees, superintendents and a low proportion of the public were satisfied with receiving value for money spent in schools.

Nearly all superintendents (98%) and principals (97%), and a high proportion of school board trustees (92%), teachers (88%), and parents (K-12: 81%, severe special needs: 80%) reported being satisfied with receiving value for money that is spent in schools. Public satisfaction that they are receiving value for money spent in schools in their community was lower (58%).

Note that this question was asked to teachers, principals and school board trustees starting in 2013, and to superintendents starting in 2014.

Chart 10: Value for Money

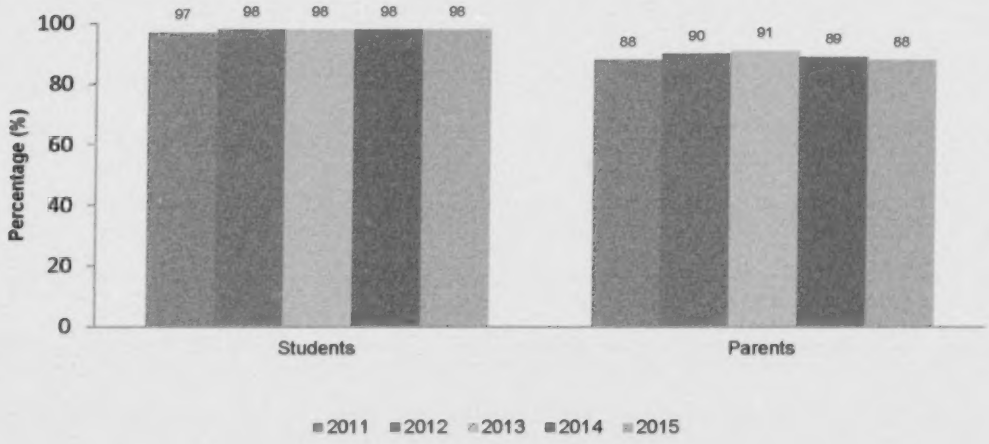


First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (88%) surveyed were satisfied with the quality of education at schools.

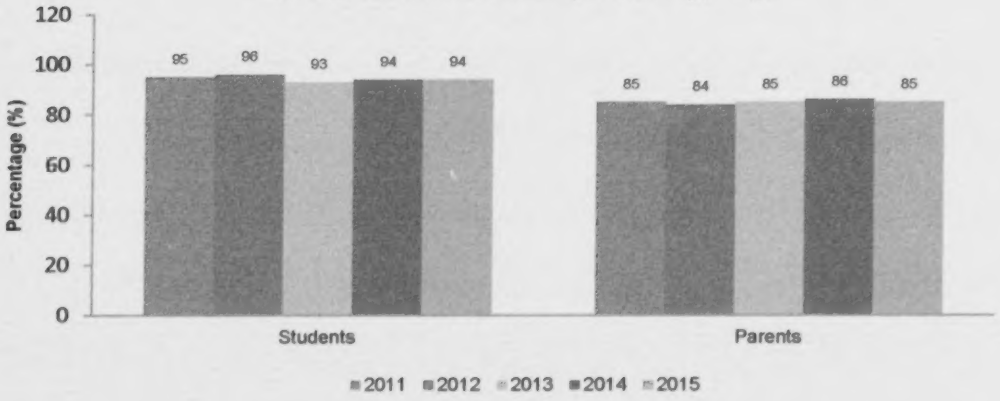
Chart 11: Satisfaction with Quality of Education (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (94%) and parents of self-identified Aboriginal students (85%) were satisfied with the quality of teaching at schools.

Chart 12: Satisfaction with Quality of Teaching (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions about the various aspects of social and learning environments at schools

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2015, a large proportion of respondents in the student group and the parent group agreed/were satisfied that:

- Students find school work interesting (students: 78%; parents: 73%),
- Students find school work challenging (students: 79%; parents: 75%),
- Students clearly understand what they are expected to learn at school (students: 91%; parents: 76%),
- Students feel safe at school (students: 95%; parents: 88%),
- Students feel safe on the way to and from school (students: 96%; parents: 88%),
- Teachers care about students (students: 93%; parents: 89%),
- Teachers are knowledgeable about the subjects they teach (students: 95%),
- At school students treat each other well (students: 91%; parents: 74%),
- Students are treated fairly by adults at school (students: 89%; parents: 85%),
- At school students are encouraged to get involved in activities that help people in the community (students: 73%; parents: 73%),
- At school students are encouraged to try their best (students: 94%; parents: 92%),
- At school students follow the rules (students: 69%; parents: 77%),
- At school students help each other (students: 83%; parents: 84%),
- At school students respect each other (students: 75%; parents: 71%),
- There is mutual respect between teachers and students at school (students: 82%; parents: 86%),
- There is mutual trust between teachers and students at school (students: 80%; parents: 86%),
- It is easy to get help with school work at school if needed (students: 91%; parents: 73%),
- Students can get help at school with problems that are not related to school work (students: 85%; parents: 72%),
- When needed teachers at school are available to help students (students: 93%; parents: 83%),
- Students respect the diversity among people (students: 83%; parents: 82%),
- Students take responsibility for their actions (students: 66%, a decrease from 2012; parents: 69%, a decrease from 2011 and 2013),
- Students volunteer for activities that help others (students: 77%; parents: 79%),
- Students are encouraged to participate in school services, such as attending special events or

helping in the library (students: 80%; parents: 82%),

- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (students: 67%, a decrease from 2011-2012; parents: 72%),
- School promotes physical activity, health and wellness (students: 91%; parents: 89%),
- Students are learning about how to stay healthy (students: 79%, a decrease from 2012; parents: 85%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (students: 77%; parents: 65%),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (students: 90%; parents: 86%),
- Schools are contributing to students' development of intellectual skills (students: 92%; parents: 77%)
- Schools are contributing to students' development of social skills (students: 89%; parents: 82%),
- Schools are contributing to students' development of physical abilities (students: 91%; parents: 85%),
- Schools are contributing to students' development of emotional well-being (students: 83%; parents: 76%),
- Students reporting at least one day of physical activity (at least 30 minutes) at school in the past five school days (students: 62%, a decrease from 2013),
- Experience at school is contributing to students' growth in developing clear career goals (students: 85%),
- Subjects learned at school have practical applications in the real world (students: 79%; parents: 78%),
- Students feel comfortable asking questions in class (students: 79%, a decrease from 2011),
- Students get the help they need with reading and writing (students: 96%),
- School provides the learning resources, such as text books, software, audio and video materials, that meet the needs of students (students: 94%; parents: 88%), and
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner (parents: 74%).

Table 22: Social and Learning Environment at Schools (FNMI)

(continued on next five pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
School work is interesting	2011	79%	72%
	2012	83%	73%
	2013	82%	73%
	2014	79%	69%
	2015	78%	73%
School work is challenging	2011	79%	77%
	2012	81%	75%
	2013	78%	73%
	2014	78%	74%
	2015	79%	75%
Students clearly understand what they are expected to learn at school	2011	92%	76%
	2012	94%	78%
	2013	91%	80%
	2014	91%	74%
	2015	91%	76%
Students feel safe at school	2011	96%	90%
	2012	98%	90%
	2013	97%	90%
	2014	95%	90%
	2015	95%	88%
Students feel safe on the way to and from school	2011	96%	88%
	2012	97%	87%
	2013	96%	89%
	2014	96%	88%
	2015	96%	88%
Teachers care about students	2011	92%	88%
	2012	94%	88%
	2013	93%	90%
	2014	92%	89%
	2015	93%	89%
Teachers are knowledgeable about the subjects they teach	2011	91%	—
	2012	95%	—
	2013	93%	—
	2014	95%	—
	2015	95%	—

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
At school students treat each other well	2011	95%	74%
	2012	96%	74%
	2013	94%	73%
	2014	92%	73%
	2015	91%	74%
Students are treated fairly by adults at school	2011	89%	86%
	2012	92%	83%
	2013	91%	87%
	2014	91%	87%
	2015	89%	85%
At school students are encouraged to get involved in activities that help people in the community	2011	73%	71%
	2012	76%	72%
	2013	74%	73%
	2014	73%	74%
	2015	73%	73%
At school students are encouraged to try their best	2011	96%	90%
	2012	96%	91%
	2013	96%	92%
	2014	95%	93%
	2015	94%	92%
At school students follow the rules	2011	67%	75%
	2012	70%	76%
	2013	70%	77%
	2014	66%	78%
	2015	69%	77%
At school students help each other	2011	80%	79%
	2012	81%	79%
	2013	81%	83%
	2014	79%	80%
	2015	83%	84%
At school students respect each other	2011	73%	71%
	2012	78%	71%
	2013	75%	73%
	2014	75%	70%
	2015	75%	71%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
There is a mutual respect between teachers and students at school	2011	85%	85%
	2012	86%	84%
	2013	86%	87%
	2014	83%	84%
	2015	82%	86%
There is a mutual trust between teachers and students at school	2011	81%	85%
	2012	86%	84%
	2013	84%	87%
	2014	80%	86%
	2015	80%	86%
It is easy to get help with school work at school if needed	2011	92%	71%
	2012	93%	70%
	2013	91%	73%
	2014	92%	69%
	2015	91%	73%
Students can get help at school with problems that are not related to school work	2011	80%	75%
	2012	86%	74%
	2013	85%	74%
	2014	86%	72%
	2015	85%	72%
When needed, teachers at school are available to help students	2011	94%	81%
	2012	94%	84%
	2013	94%	85%
	2014	93%	81%
	2015	93%	83%
Students respect the diversity among people	2011	86%	81%
	2012	87%	81%
	2013	85%	82%
	2014	84%	81%
	2015	83%	82%
Students take responsibility for their actions	2011	72%	78%
	2012	76%	75%
	2013	73%	77%
	2014	71%	74%
	2015	66%	69%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students volunteer for activities that help others	2011	71%	75%
	2012	74%	76%
	2013	73%	79%
	2014	75%	79%
	2015	77%	79%
Students are encouraged to participate in school services, such as...	2011	79%	81%
	2012	81%	80%
	2013	79%	82%
	2014	74%	83%
	2015	80%	82%
Students are encouraged to get involved in global issues, such as the environment, ...	2011	75%	78%
	2012	76%	75%
	2013	71%	75%
	2014	72%	74%
	2015	67%	72%
Schools promote physical activity, health and wellness	2011	90%	90%
	2012	94%	91%
	2013	91%	92%
	2014	91%	93%
	2015	91%	89%
Students are learning about how to stay healthy	2011	84%	88%
	2012	90%	87%
	2013	82%	85%
	2014	80%	87%
	2015	79%	85%
Students have healthy food choices in the school cafeteria, canteen and vending machines, and at classroom and school events	2011	72%	56%
	2012	76%	61%
	2013	74%	54%
	2014	77%	65%
	2015	77%	65%
The gym and playground at school meet the daily physical activity needs of students	2011	85%	84%
	2012	85%	83%
	2013	86%	85%
	2014	90%	85%
	2015	90%	86%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Schools are contributing to students' development of intellectual skills	2011	92%	75%
	2012	95%	75%
	2013	93%	79%
	2014	92%	74%
	2015	92%	77%
Schools are contributing to students' development of social skills	2011	92%	79%
	2012	94%	80%
	2013	92%	83%
	2014	87%	78%
	2015	89%	82%
Schools are contributing to students' development of physical abilities	2011	93%	85%
	2012	95%	82%
	2013	90%	87%
	2014	90%	87%
	2015	91%	85%
Schools are contributing to students' development of emotional well-being	2011	85%	79%
	2012	90%	76%
	2013	86%	78%
	2014	84%	72%
	2015	83%	76%
Students reporting at least one day of physical activity (at least 30 minutes) at school ...	2011	64%	—
	2012	64%	—
	2013	70%	—
	2014	61%	—
	2015	62%	—
Experience at school is contributing to students' growth in developing clear career goals	2011	88%	—
	2012	90%	—
	2013	89%	—
	2014	85%	—
	2015	85%	—
Subjects learned at school have practical applications in the real world	2011	—	—
	2012	83%	81%
	2013	83%	84%
	2014	78%	77%
	2015	79%	78%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students feel comfortable asking questions in class	2011	88%	–
	2012	85%	–
	2013	85%	–
	2014	81%	–
	2015	79%	–
Students get the help they need with reading and writing	2011	96%	–
	2012	99%	–
	2013	96%	–
	2014	96%	–
	2015	96%	–
School provides learning resources, such as text books..., that meet the needs of students	2011	94%	87%
	2012	94%	83%
	2013	95%	89%
	2014	94%	86%
	2015	94%	88%
Services (beyond regular instruction) that help students read and write can be accessed in a timely manner	2011	–	69%
	2012	–	67%
	2013	–	76%
	2014	–	71%
	2015	–	74%

Self-identified Aboriginal students and parents of self-identified Aboriginal students held varying perceptions about aspects of student engagement in learning at schools.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements (where applicable) about student engagement at schools. Overall, in 2015, a large proportion of students and parents respondents (where applicable) agreed that:

- Students are proud of their school (students: 89%),
- Students have a voice in decisions made at their school (students: 72%),
- Students arrive at school ready to learn (students: 70%; parents: 94%),
- Teachers give students the individual attention they require (students: 82%; parents: 74%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 41%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 63%),
- Students asked questions in class or contributed to class discussions (students: 63%),
- Students have the opportunity to take part in classroom discussions and activities (students: 96%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 68%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 91%),
- Students get recognized for the positive things they do at school (students: 81%),
- Students missed school other than for illness (less than 4 times during the school year) (students: 46%),
- Students thought about dropping out of school (never) (students: 72%),
- At school, students are able to learn in a way that best suits their learning styles (students: 86%; parents: 73%),
- Students get the help/support they need to do well/be successful in school (students: 92%; parents: 80%),
- School is helping struggling students keep up in their studies (students: 82%; parents: 71%), and
- Teachers help students achieve learning expectations (students: 92%; parents: 86%).

Table 23: Student Engagement in Learning at Schools (FNMI)

(continued on next two pages)

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students are proud of their school	2011	84%	–
	2012	90%	–
	2013	87%	–
	2014	88%	–
	2015	89%	–
Students have a voice in decisions made at their school	2011	73%	–
	2012	78%	–
	2013	73%	–
	2014	72%	–
	2015	72%	–
Students arrive at school ready to learn	2011	68%	92%
	2012	78%	93%
	2013	74%	93%
	2014	72%	94%
	2015	70%	94%
Teachers give students the individual attention they require	2011	82%	73%
	2012	85%	71%
	2013	83%	77%
	2014	81%	71%
	2015	82%	74%
Hours spent outside of class studying and doing assignments (more than 3 per week)	2011	41%	–
	2012	43%	–
	2013	43%	–
	2014	40%	–
	2015	41%	–
Students enjoyed completing a task that required a lot of thinking or mental effort	2011	61%	–
	2012	62%	–
	2013	66%	–
	2014	61%	–
	2015	63%	–
Students asked questions in class or contributed to class discussions	2011	65%	–
	2012	63%	–
	2013	60%	–
	2014	61%	–
	2015	63%	–

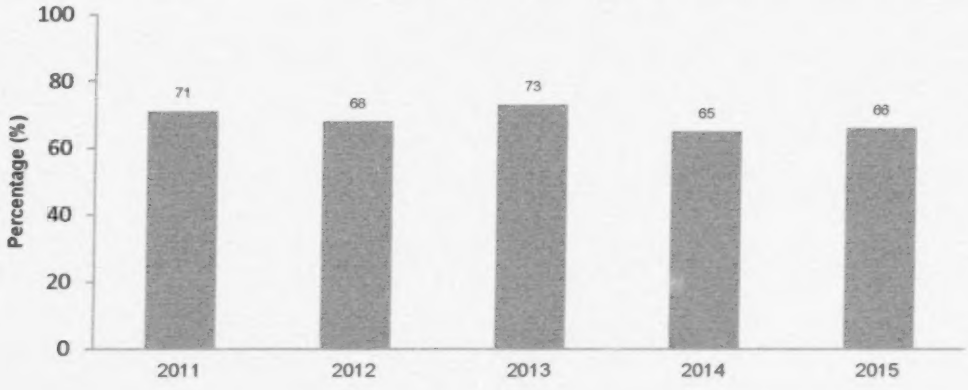
Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students have the opportunity to take part in classroom discussions and activities	2011	95%	–
	2012	97%	–
	2013	96%	–
	2014	96%	–
	2015	96%	–
Class work has emphasized understanding information and explaining ideas in their own words	2011	71%	–
	2012	68%	–
	2013	70%	–
	2014	68%	–
	2015	68%	–
Experience at school is contributing to students' growth in thinking deeply and critically	2011	90%	–
	2012	93%	–
	2013	93%	–
	2014	92%	–
	2015	91%	–
Students get recognized for the positive things they do at school	2011	80%	–
	2012	84%	–
	2013	82%	–
	2014	80%	–
	2015	81%	–
Students missed school other than for illness (less than 4 times during the school year)	2011	47%	–
	2012	43%	–
	2013	48%	–
	2014	46%	–
	2015	46%	–
Students thought about dropping out of school (never)	2011	76%	–
	2012	79%	–
	2013	77%	–
	2014	74%	–
	2015	72%	–
At school, students are able to learn in a way that best suits their learning style	2011	–	–
	2012	84%	67%
	2013	86%	72%
	2014	85%	67%
	2015	86%	73%

Question	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Students get the help/support they need to do well/be successful in school	2011	–	–
	2012	95%	77%
	2013	92%	80%
	2014	92%	77%
	2015	92%	80%
School is helping struggling students keep up in their studies	2011	–	–
	2012	85%	67%
	2013	85%	69%
	2014	82%	67%
	2015	82%	71%
Teachers help students achieve learning expectations	2011	93%	89%
	2012	97%	89%
	2013	94%	86%
	2014	92%	87%
	2015	92%	86%

About two-thirds of parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was much lower.

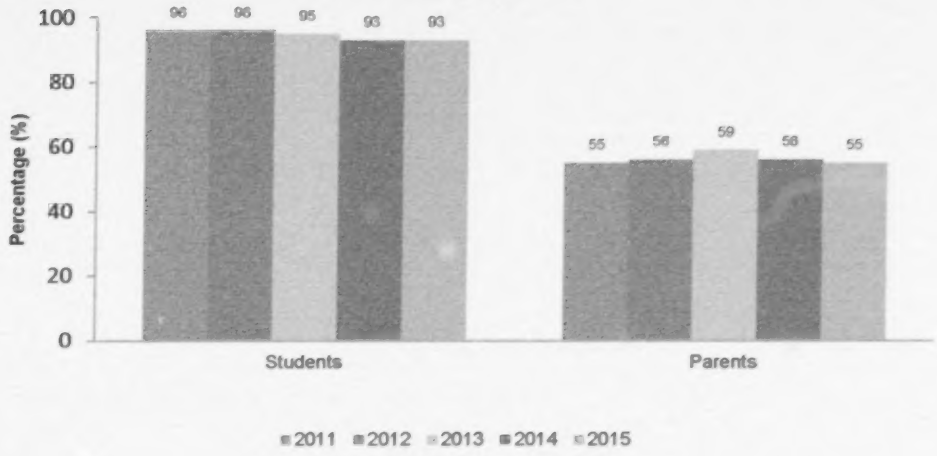
Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds of parents (66%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

Chart 13: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (FNMI)



A low proportion (55%) of parents of self-identified Aboriginal students (Grade 7-12) was satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (93%).

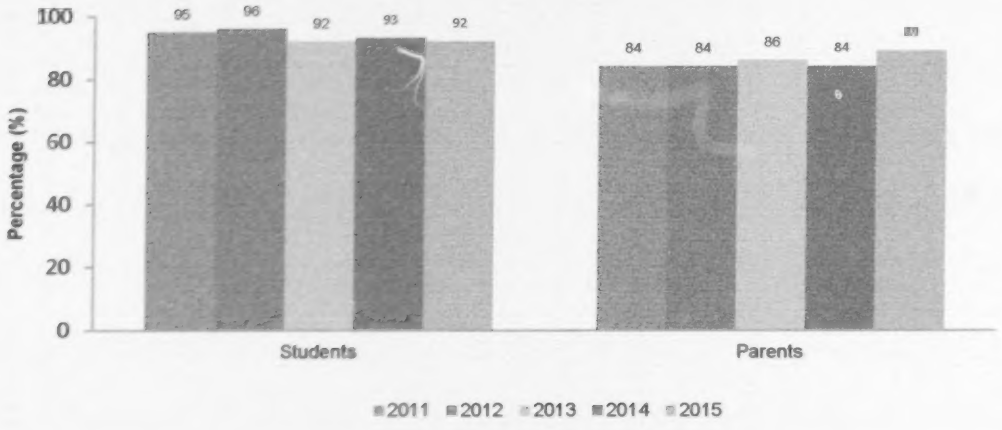
Chart 14: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)



Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among both self-identified Aboriginal students and parents of self-identified Aboriginal students.

A high proportion of self-identified Aboriginal students (92%) and parents of self-identified Aboriginal students (Grade 7-12: 89%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

Chart 15 : Satisfaction that School is Contributing to the Development of Students Ability to Demonstrate Positive Attitudes and Behaviours (FNMI)



Satisfaction that school is contributing to the development of students' unique skills and abilities is high among self-identified Aboriginal students and parents of self-identified Aboriginal students.

Self-identified Aboriginal students and parents of self-identified Aboriginal students (Grade 7-12) were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Overall, in 2015, a large proportion of respondents were satisfied with students' abilities to:

- Use numbers (students: 94%; parents: 83%),
- Think and solve problems (students: 94%; parents: 82%),
- Communicate (students: 92%; parents: 87%),
- Manage information (students: 94%; parents: 87%),
- Take responsibility for their own learning (students: 94%; parents: 83%),
- Be adaptable – work as an individual or within a team (students: 93%; parents: 87%),
- Learn continuously (students: 92%; parents: 87%),
- Work safely (students: 98%; parents: 92%),
- Work with others towards a common goal (students: 93%; parents: 93%),
- Participate and contribute in projects and tasks (students: 94%; parents: 93%),
- Transition effectively from school to work (students: 89%; parents: 67%),
- Understand abstract concepts (students: 86%; parents: 77%),
- Be honest and ethical in dealing with other people (students: 94%; parents: 92%),
- Be punctual and finish work on time (students: 83%; parents: 73%),
- Lead a group or a team (students: 86%; parents: 80%),
- Help in keeping the environment clean (students: 84%; parents: 88%), and
- Make fair decisions (students: 94%; parents: 90%).

Parents of self-identified Aboriginal students' (Grades 7-12) satisfaction (56%) was lowest regarding whether school is contributing to the development of students' ability to manage money, credit and personal finances although about three-quarters of self-identified Aboriginal students (74%) expressed satisfaction on this item.

Table 24: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities (FNMI)

(continued on next two pages)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to use numbers	2011	94%	85%
	2012	92%	83%
	2013	93%	86%
	2014	91%	72%
	2015	94%	83%
Ability to think and solve problems	2011	95%	83%
	2012	96%	80%
	2013	94%	84%
	2014	94%	76%
	2015	94%	82%
Ability to communicate	2011	97%	87%
	2012	94%	84%
	2013	95%	85%
	2014	91%	84%
	2015	92%	87%
Ability to manage information	2011	95%	84%
	2012	93%	81%
	2013	93%	86%
	2014	91%	79%
	2015	94%	87%
Ability to take responsibilities for own learning	2011	96%	82%
	2012	95%	79%
	2013	96%	85%
	2014	94%	77%
	2015	94%	83%
Ability to be adaptable	2011	95%	89%
	2012	95%	88%
	2013	95%	89%
	2014	93%	87%
	2015	93%	87%
Ability to learn continuously	2011	95%	87%
	2012	94%	88%
	2013	92%	88%
	2014	92%	84%
	2015	92%	87%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to work safely	2011	98%	93%
	2012	98%	93%
	2013	98%	95%
	2014	97%	93%
	2015	98%	92%
Ability to work with others towards a common goal	2011	94%	92%
	2012	96%	91%
	2013	93%	91%
	2014	93%	89%
	2015	93%	93%
Ability to participate and contribute in projects and tasks	2011	96%	92%
	2012	96%	89%
	2013	96%	93%
	2014	93%	89%
	2015	94%	93%
Ability to transition effectively from school to work	2011	93%	71%
	2012	91%	66%
	2013	89%	70%
	2014	89%	64%
	2015	89%	67%
Ability to understand abstract concepts	2011	90%	82%
	2012	89%	74%
	2013	88%	80%
	2014	87%	70%
	2015	86%	77%
Ability to be honest and ethical in dealing with other people	2011	96%	90%
	2012	95%	89%
	2013	94%	93%
	2014	92%	90%
	2015	94%	92%
Ability to be punctual and finish work on time	2011	87%	71%
	2012	90%	66%
	2013	85%	76%
	2014	85%	70%
	2015	83%	73%

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Ability to manage money, credit and personal finances	2011	83%	64%
	2012	82%	58%
	2013	80%	63%
	2014	74%	59%
	2015	74%	56%
Ability to lead a group or a team	2011	89%	77%
	2012	91%	76%
	2013	88%	81%
	2014	85%	71%
	2015	86%	80%
Ability to help in keeping the environment clean	2011	84%	89%
	2012	85%	88%
	2013	85%	90%
	2014	83%	88%
	2015	84%	88%
Ability to make fair decisions	2011	96%	89%
	2012	97%	91%
	2013	98%	92%
	2014	96%	90%
	2015	94%	90%

Agreement that students have computer skills necessary to support their studies is high among self-identified Aboriginal students and parents of self-identified Aboriginal students

Self-identified Aboriginal students and parents of self-identified Aboriginal students were further asked to rate their agreement regarding computer skills and technology learning outcomes of students. A large proportion of them agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support studies (students: 87%; parents: 80%) and create multi-media presentations with sound, pictures and video for their projects/assignments (students: 84%; parents: 78%). A large proportion of them also agreed that students have sufficient access to computers at school (students: 93%; parents: 80%) and at home (students: 88%; parents: 89%) to do their school work, and use the internet to do research on assignment topics (students: 94%; parents: 87%).

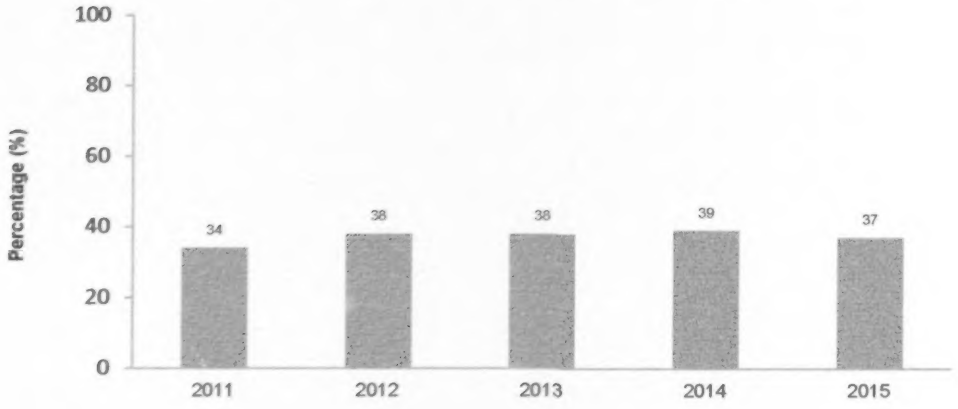
Table 25: Satisfaction with Computer Skills and Technology Learning Outcomes (FNMI)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (7-12)
Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies	2011	—	—
	2012	92%	79%
	2013	90%	78%
	2014	86%	74%
	2015	87%	80%
Students have sufficient access to computers at school to do their school work	2011	—	—
	2012	96%	80%
	2013	94%	77%
	2014	92%	77%
	2015	93%	80%
Students have access to a computer at home to do their school work	2011	—	—
	2012	90%	91%
	2013	90%	91%
	2014	87%	93%
	2015	88%	89%
Students have skills to create multimedia presentations for projects/assignments	2011	88%	76%
	2012	93%	74%
	2013	91%	75%
	2014	86%	71%
	2015	84%	78%
Students use the internet to do research on assignment topics	2011	96%	85%
	2012	96%	87%
	2013	97%	85%
	2014	95%	86%
	2015	94%	87%

About four in ten self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About four in ten (37%) self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2015.

Chart 16: High School Students Holding a Part Time or Full Time Job (FNMI)



The proportion of self-identified Aboriginal high school students who reported that they worked 11 to 20 hours a week has remained stable over time with minor fluctuations. Similarly, the proportion of self-identified Aboriginal high school students who reported that they worked 10 hours or less, and the proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week have remained stable over time with minor fluctuations.

Table 26: Breakdown of Number of Hours Worked, Reported by High School Students (FNMI)

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2011	37%	43%	20%	0%
2012	31%	46%	22%	0%
2013	34%	43%	22%	1%
2014	34%	46%	19%	1%
2015	32%	45%	23%	0%

Most parents of self-identified Aboriginal students were satisfied with their involvement in

decisions about their child's education.

A high proportion of parents of self-identified Aboriginal students indicated that they were involved a lot or to some extent in decisions about their child's education (82%), and that they were satisfied with the opportunity for parental involvement in decisions about their child's education (80%). A high proportion (83%) of self-identified Aboriginal high school students also indicated that their parents were involved a lot or to some extent in decisions about their education.

About six in ten (63%) of parents of self-identified Aboriginal students indicated that parents were involved a lot or to some extent in decisions at their child's school and about three-quarters (77%) of parents were satisfied with the opportunity for parental involvement in decisions at their child's school. About half (52%) of self-identified Aboriginal high school students indicated that their parents were involved a lot or to some extent in decisions at their school.

Three-quarters (75%) of parents of self-identified Aboriginal students indicated agreement that the school engages them in a way that helps their child succeed.

Table 27: Parental Involvement in Decision Making (FNMI)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K-12)
Extent of parental involvement in decisions about child's education	2011	80%	88%
	2012	83%	85%
	2013	83%	84%
	2014	81%	82%
	2015	83%	82%
Satisfaction with opportunity for parental involvement in decisions about child's education	2011	—	84%
	2012	—	80%
	2013	—	81%
	2014	—	76%
	2015	—	80%
Extent of parental involvement in decisions at school	2011	53%	68%
	2012	57%	68%
	2013	54%	67%
	2014	52%	65%
	2015	52%	63%
Satisfaction with opportunity for parental involvement in decisions at school	2011	—	80%
	2012	—	78%
	2013	—	78%
	2014	—	74%
	2015	—	77%
Agreement that school engages parents in a way that helps their children succeed	2011	—	—
	2012	—	71%
	2013	—	77%
	2014	—	70%
	2015	—	75%

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board than their input is considered by their child's school.

About three-quarters (73%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at their child's school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (60%) or by Alberta Education (56%).

Table 28: Satisfaction that Input into the Education of Students is Considered (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Satisfaction that their input into decisions at school is considered	2011	76%
	2012	74%
	2013	78%
	2014	76%
	2015	73%
Satisfaction that their input into education of students is considered by their school board	2011	64%
	2012	59%
	2013	62%
	2014	61%
	2015	60%
Satisfaction that their input into the education of students is considered by Alberta Education	2011	58%
	2012	53%
	2013	56%
	2014	53%
	2015	56%

A high proportion of parents of self-identified Aboriginal students agreed that the leadership at the school and at the jurisdiction effectively supports and facilitates teaching and learning.

A high proportion of parents of self-identified Aboriginal students (K-12) agreed that the leadership at the school (87%) and jurisdiction (83%) effectively supports and facilitates teaching and learning. However, a relatively lower proportion (60%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

Table 29: Leadership Effectively Supporting and Facilitating Teaching and Learning (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K-12)
Leadership at school effectively supports and facilitates teaching and learning	2011	85%
	2012	85%
	2013	88%
	2014	87%
	2015	87%
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2011	81%
	2012	80%
	2013	84%
	2014	80%
	2015	83%
Leadership at provincial level effectively supports and facilitates teaching and learning	2011	62%
	2012	62%
	2013	66%
	2014	60%
	2015	60%

Appendix – Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the 2015 Stakeholder Satisfaction Surveys included the following:

- The general public,
- Parents of students in the K–12 education system,
- Parents of self-identified Aboriginal students,
- Senior high school students,
- Self-identified Aboriginal high school students,
- Parents of students with severe special needs,
- Teachers,
- Principals,
- School board trustees, and
- Superintendents

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees, superintendents and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or

agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2015. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 30: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	800	+/-3.5%
Parents of K–12 students	800	+/-3.5%
Parents of self-identified Aboriginal students	800	+/-3.4%
High school students	800	+/-3.5%
Self-identified Aboriginal high school students	715	+/-3.5%
Parents of students with severe special needs	800	+/-3.5%
Teacher	800	+/-3.4%
School board trustee*	310	+/-3.6%
Superintendent*	60	+/-5.5%
Principal*	400	+/-4.3%

*Accuracy for these samples takes into account the population of the respondent group.